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THE AMERICAN School Board Journal

A Periodical of School Administration



September
1932

THE BRUCE PUBLISHING COMPANY
NEW YORK MILWAUKEE CHICAGO

After the Depression *and the "Regular" School Trade*

The depression is bringing home to all people a few simple lessons of life. One relates to the simple matter of earning and spending. You cannot spend what you have not earned. You cannot earn what you should spend if business is being run at a loss.

The depression is bringing employer closer to the employee. It is bringing the seller closer to the buyer. It is bringing government closer to the people. As against the abstract idea of "the state"—as something apart from, and above the citizen—government is becoming the agency which is carrying on public business for you and me.

Weak as the participation of business in government has been, an outcome of the depression must be the protection of labor in a reasonable opportunity to work, and of business in a similar opportunity to make a fair profit. Our new social legislation must protect not only the helpless, the widow, and the orphan, but also the able-bodied and able-minded man (and woman) so that he can earn a comfortable living wage by continuous employment. The earning power of industry must be similarly protected to receive a reasonable return—but no more—on the capital invested. Labor and capital are interdependent.

Whether it is licensing, or Federal Trade Practice recognition, or state regulation, there is coming the day when the buyer will ask questions about the seller's responsibility before he buys. School boards and school buyers supported out of tax money have a responsibility to "buy at the lowest price bid," but the price bid must assure at least the continued existence of the bidder. Low prices demanded by the consumer have meant child labor, long hours of labor, and a constant drag upon advance in education. School boards have never felt a responsibility to check the "regular" school trade.

When you go into the market to buy, you, Mr. School Buyer, can ask these simple questions:

1. Who are you, Mr. Manufacturer?
2. What is your educational background?
3. What is your business background?
4. What is your product?
5. What school service can you prove?
6. How do you market your product?
7. Can we believe in your marketing methods?

We grant it will take years to educate school buyers to a new responsibility in buying. All human beings seem to have a dual nature. Buying and selling seems to set up opposite faculties in human nature depending upon the mere accident of the job. Why should we expect liberality when we sell, but practice parsimony when we buy? What justifies the price and value of an article if the human labor and the capital invested are not equally considered?

In these days of depression, we suggest that the school buyer begin to scrutinize the "regular" school trade. The volume of possible school business is limited. A loyal support of the "regular" trade will mean a wise expenditure of public funds through a group clearly defined and well established for school service.

May we commend the advertisers in this issue of this paper as the outstanding group expressing publicly its faith in its schools and in its own products as suitable for school use. We have checked the products, the organizations, the service-giving ability of these producers, whom we urge you recognize as the backbone of the "regular" school trade.

Frank Bruce
Publisher.

Just an HONEST-TO-GOODNESS BLACKBOARD »» Genuine Slate ««

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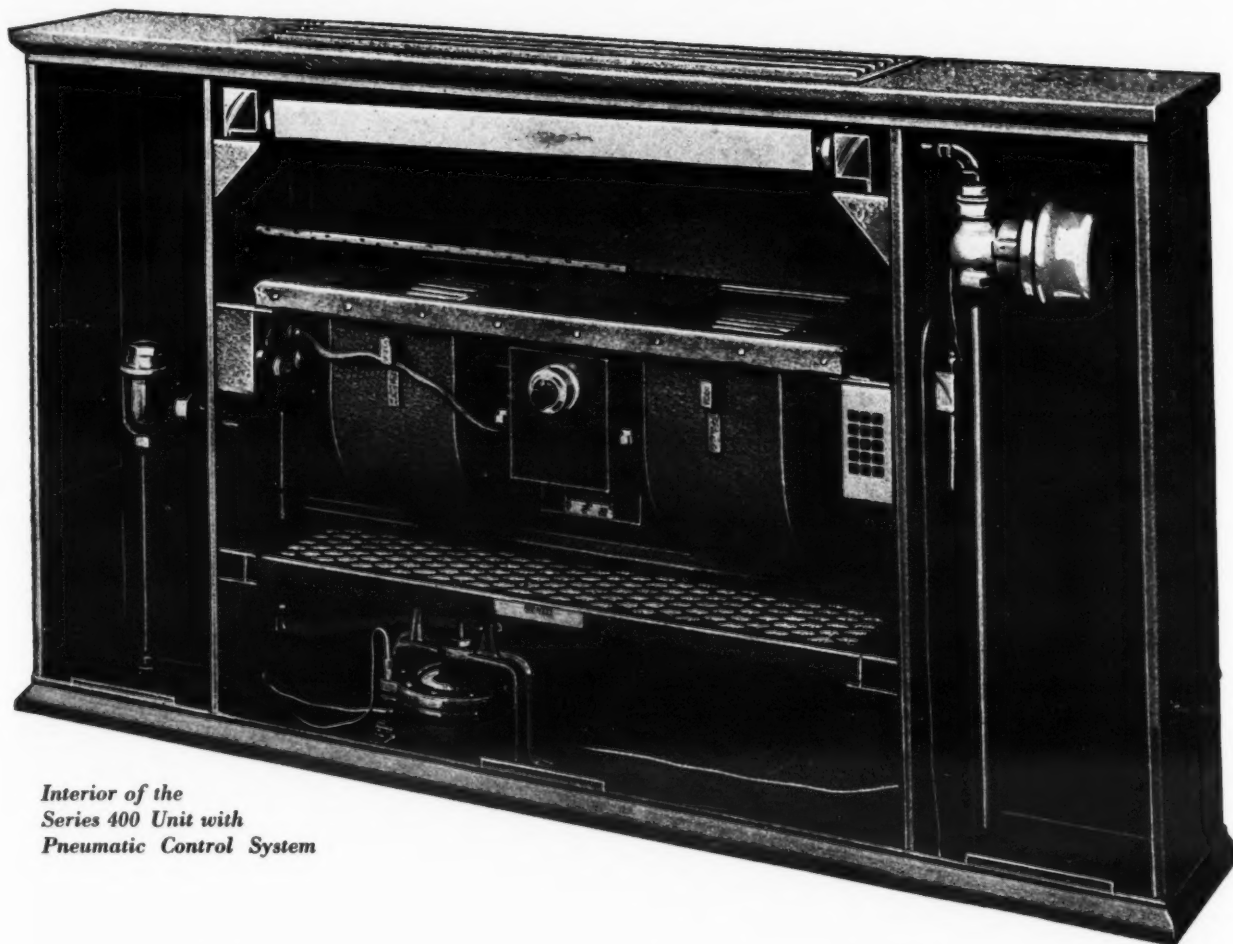
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—automatically counterbalances, with outdoor air, the heat given off by room occupants, and the effect of solar heat in the room, making over-heating impossible;

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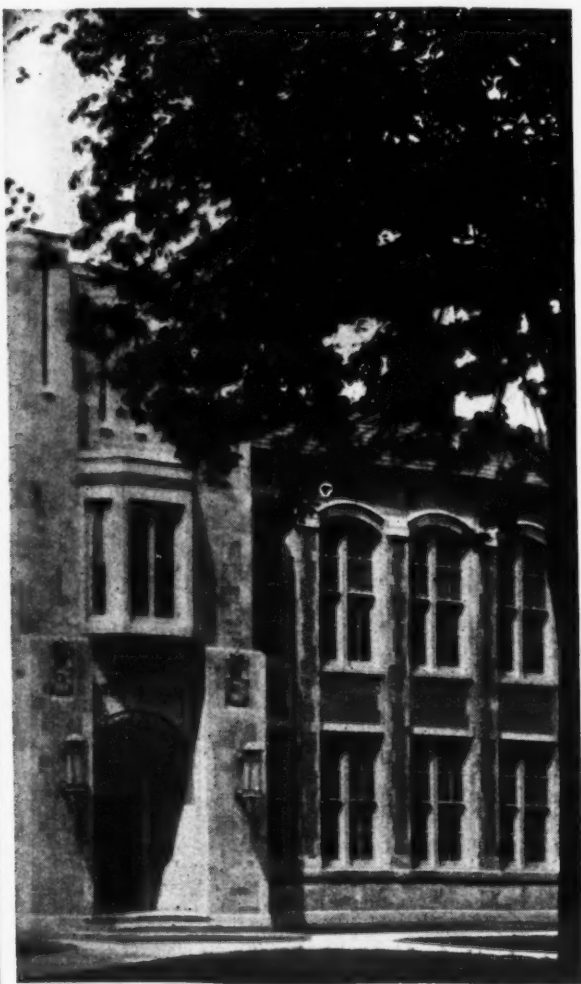
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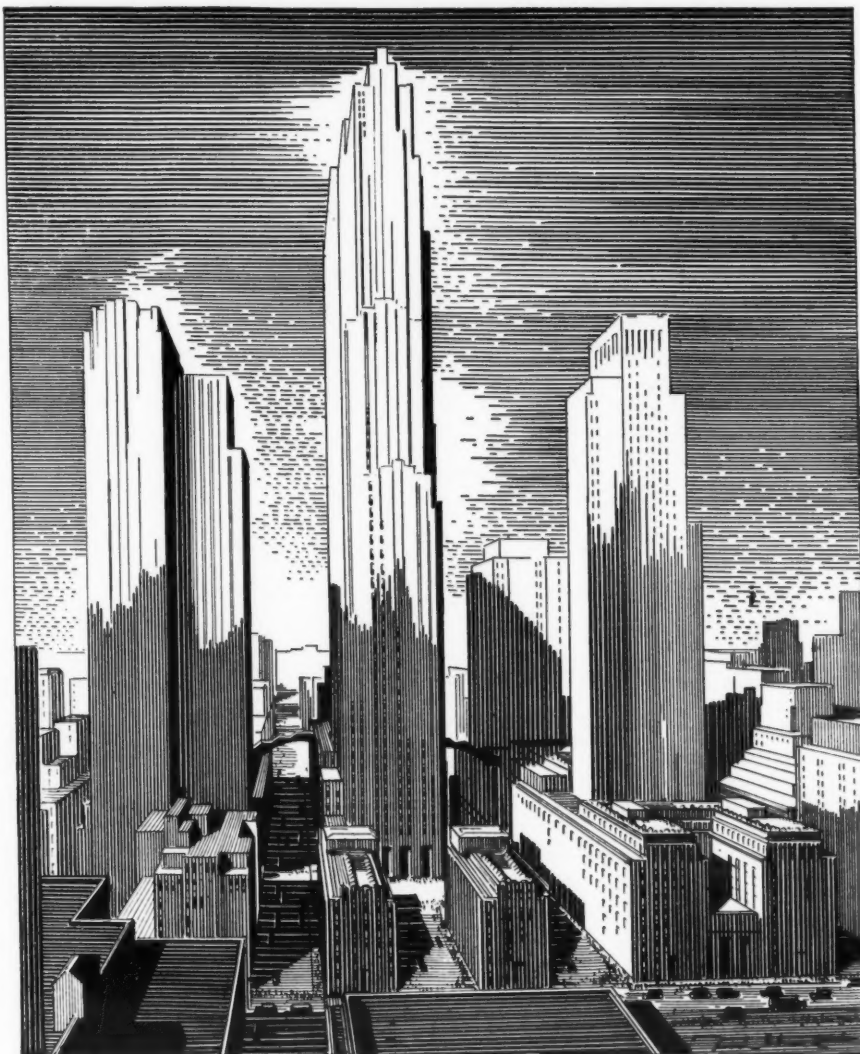
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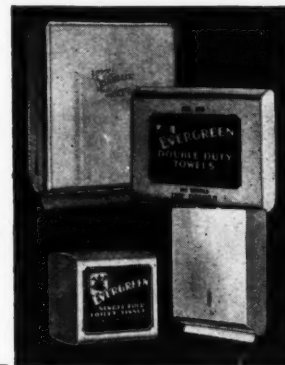
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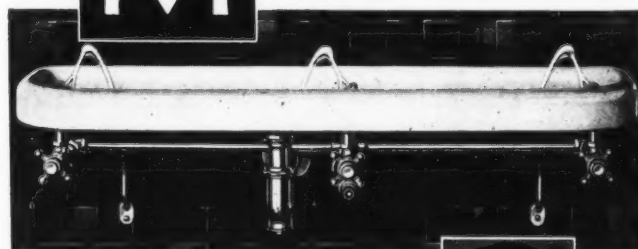
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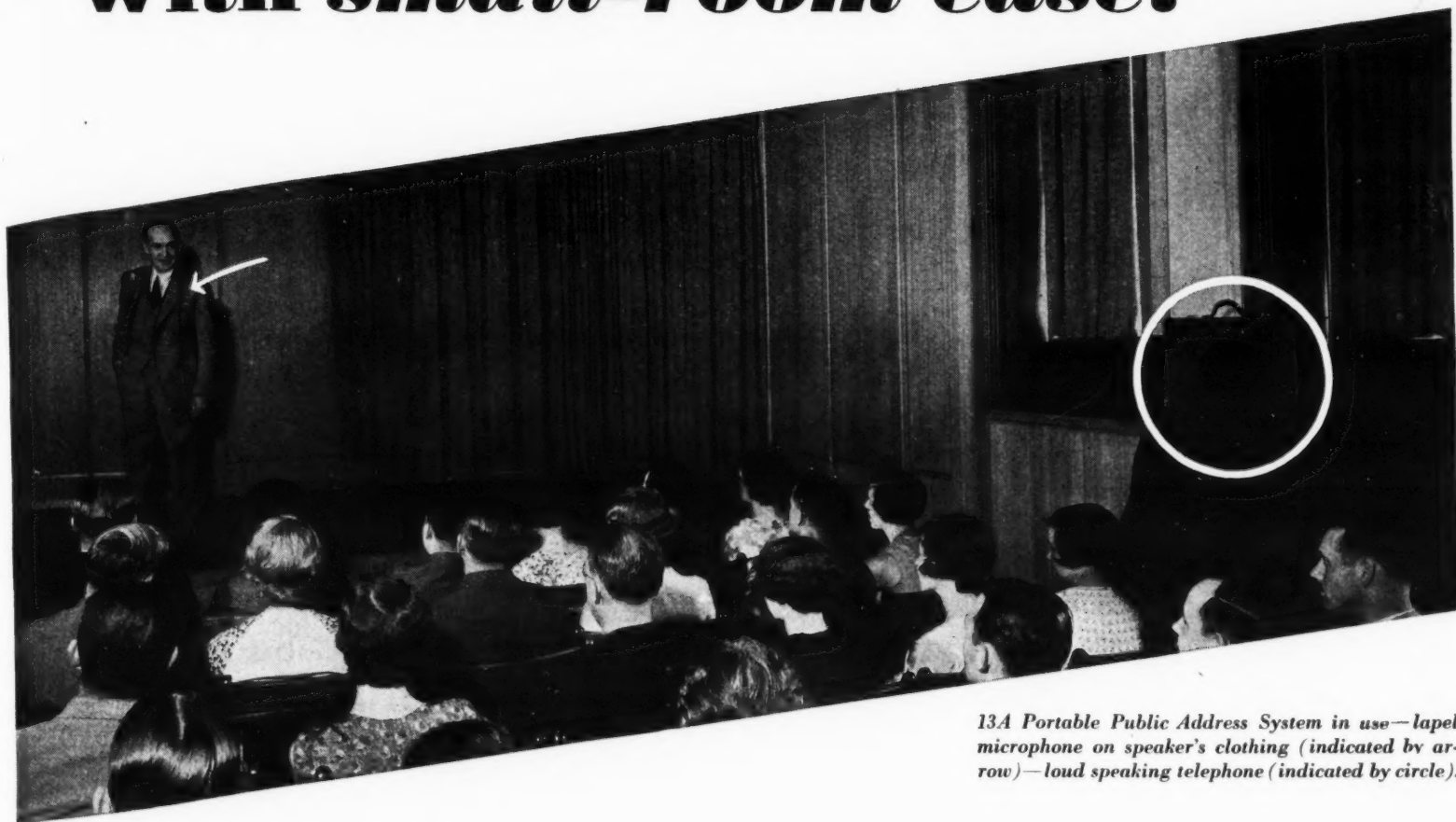
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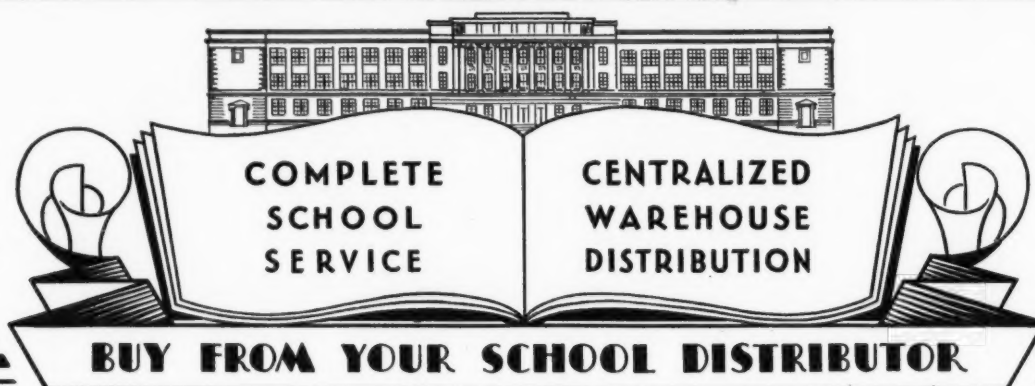
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GROUP II Rules are accepted by the Commission as expressions of the Industry. Two of these are especially significant.

Rule L. The industry approves of the "one-bid" policy and condemns fake or fictitious bids made for the purpose of deceiving competitors and securing undue advantage. If plans and specifications are changed and new bids called for after the original bids have been submitted and opened, the same fairness should obtain as with the original bid.

Rule N. In case of competitive bidding, the practice of RECEIVING or MAKING so-called "blind bids", which discount the lowest competitive bid regardless of the amount, tends to destroy competitive bidding, and is condemned by the industry.



School Officials may secure copies of the Trade Practice Rules for School Distributors on request.

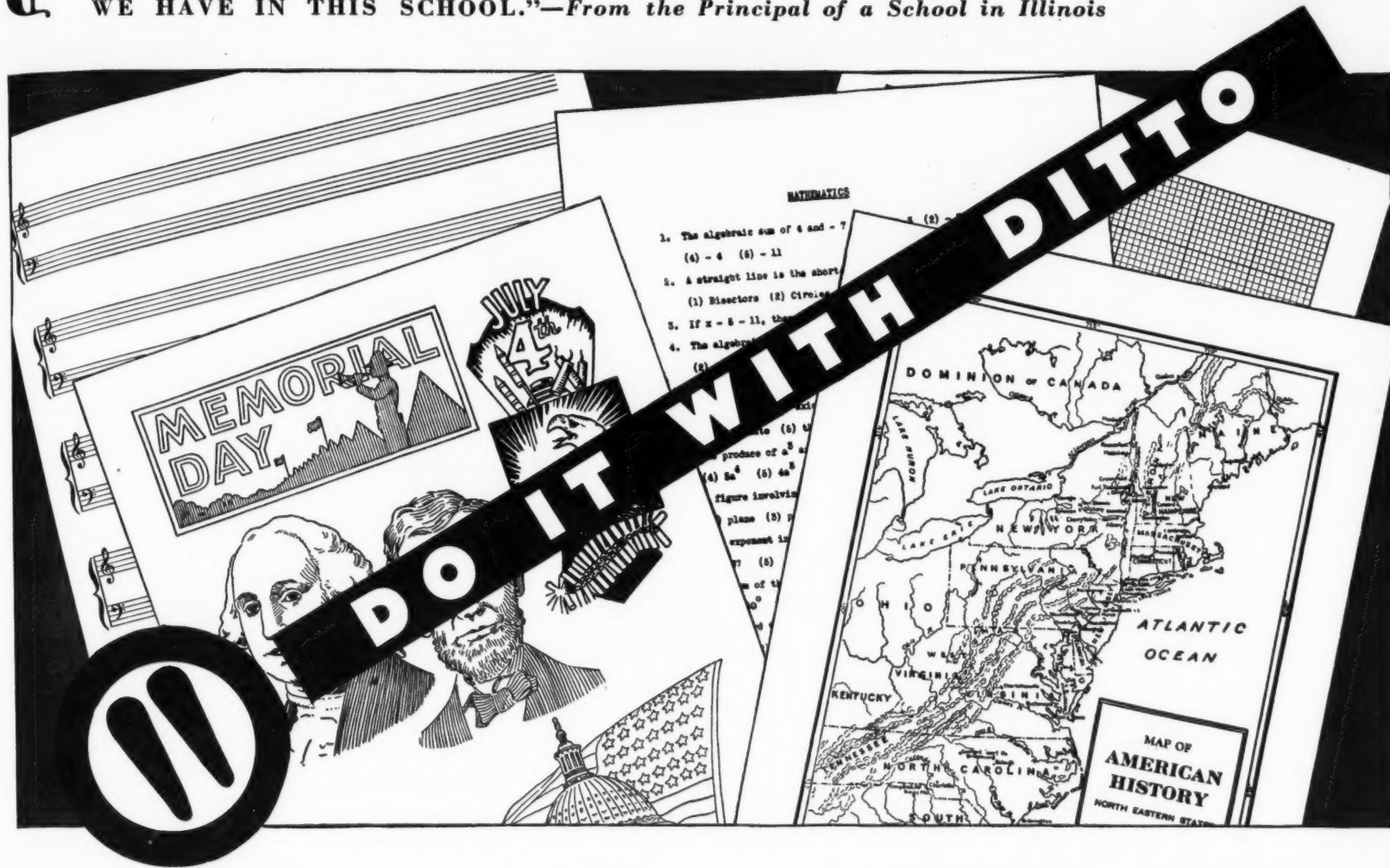


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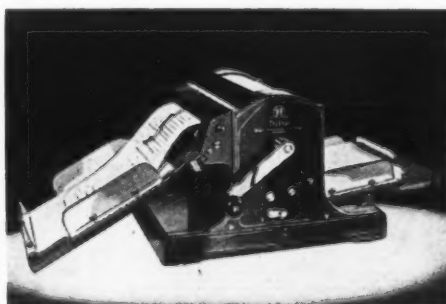
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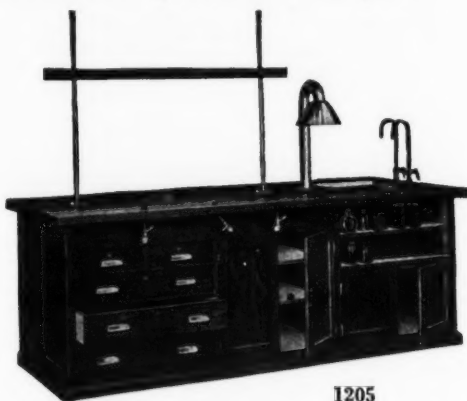


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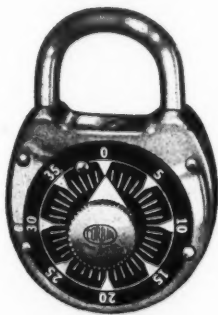
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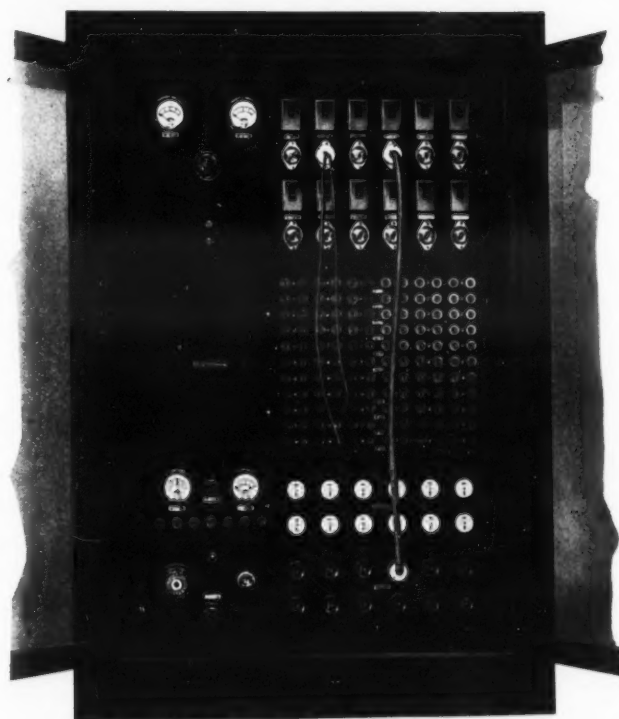
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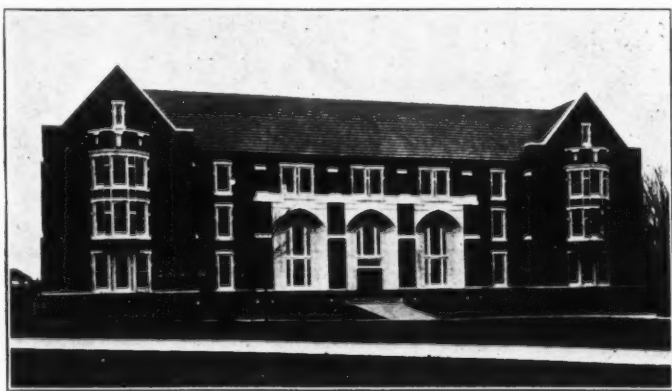
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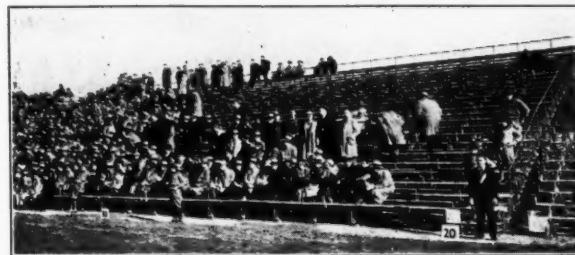
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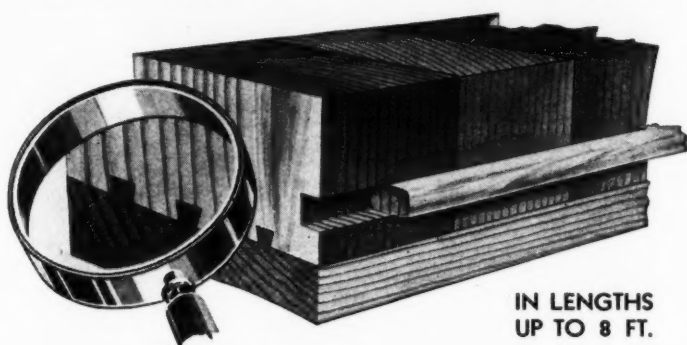
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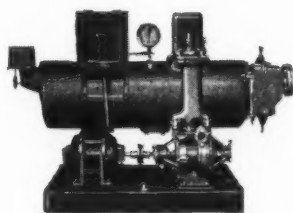
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VOL. 85
No. 3

THE AMERICAN School Board Journal

SEPTEMBER,
1932

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In making purchases the school buyer would render a public service if he compelled the seller to tabulate his sales argument in one, two, three order. The seller would render the school an invaluable service if his final argument for his product were summarized in educational reasons "why our product is best." This would allow definite, clear, and impartial comparisons.

The depression is bringing us back to a study of quality. After we have all been deceived in our private business, and public buying, by the shoddy and the inferior, we shall again come back to the idea of "quality considered." Our standards of buying are low and the special dollar and penny sales of the day influence our better judgment. Mature men entrusted with the duty of meeting the school needs of American boys and girls are capable of buying on a standard of quality.

Shall we allow the demand for economy to find an answer in waste and in the purchase of materials we know will not stand inspection after the depression and after public interest is shifted?

FRANK BRUCE

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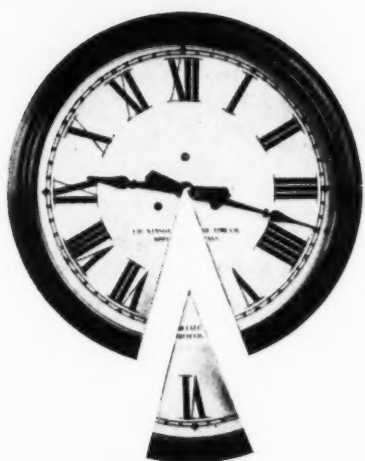
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The contents of this issue are listed in the Education Index. Member, Audit Bureau of Circulation and Associated Business Papers.



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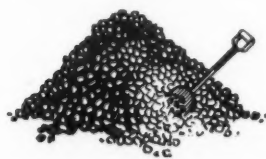
Roughly the annual cost of running a school is 15% of the original cost of the plant, 10% of the plant cost representing teachers' salaries.

A careful study of the situation indicates that in schools, conducted without suitable timing and signaling provision, the confusion and loss of time in passing classes and in getting pupils settled to work, results in at least 10% loss of time and efficiency of the teaching corps.

The above means that the annual cost of handling pupils without suitable signaling and timing apparatus, is more than 1% of the cost of the building. IN A SCHOOL BUILDING COSTING \$100,000.00 THIS IS AN ANNUAL EXPENDITURE OF OVER \$1,000.00—a very considerable figure but one nevertheless close to the actual amount.

Note also that this is an ANNUAL expenditure, reappearing every year, burdened on the community, and adds nothing of any value to the school.

It is to be compared to putting the coal storage several blocks away from the boiler room, and ever afterward paying a man to wheel the coal to the building as it is needed.



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THE AMERICAN School Board Journal

Volume 85, No. 3

SEPTEMBER, 1932

Subscription, \$3.00 the Year



EDUCATION: THE NATION'S SAFEGUARD FOR THE FUTURE

Teaching Students Instead of Subjects

E. L. Austin, Acting Dean of Liberal Arts, Michigan State College

The time limitation necessarily placed upon this paper prevents extended discussion of many of the points which an adequate treatment of this subject merits. So if some of the statements appear somewhat dogmatic, the alibi is self-contained. Perhaps someone is saying already, "Isn't it a bit presumptuous to take that subject for a discussion here. We have been doing that for years in our system."

I should like to take two statements from the summary as a motivating stimulant. First, in the public schools we are not now teaching students, we never have taught students, and under the present type of organization we probably never shall teach students in the complete, literal use of that phrase. Second, today we are more nearly approaching that condition than we ever have done in the past and the rate of progress is much more rapid than heretofore. Our problem then is to intensify and accelerate the rate of progress. If this be true, the only excuse for this paper is a word of commendation where merited, and the addition of more fuel to the fire.

American Philosophy of Education

At the heart of this problem of teaching students rather than subjects lies the American philosophy of education, as contrasted with the European philosophy of education. In America we have definitely set out to teach all the boys and girls of all the people. Universal compulsory education at the lower levels is generally accepted except in times of "depression." The level of instruction demanded by the general public has climbed rapidly within the past twenty-five years. There are nine cities in Michigan today which say that they are willing to furnish public funds to give their young people at least two years of college education at home.

Educational objectives have changed tremendously since colonial times in America. The *Boston Latin Grammar* had only one objective, viz., to prepare boys for Harvard University. A hundred and twenty-five years later Benjamin Franklin, applying to the Common Council of Philadelphia for aid for his academy, gave among the purposes the following statement: "That a number of our natives will hereby be qualified to bear magistracies, and execute other public offices of trust and a number of the poorer sort will hereby be qualified to act as schoolmasters in the country to teach children reading, writing, arithmetic, and the grammar of their mother tongue, and being of good morals and known character, may be recommended from the academy to country schools for that purpose—the country suffering very much at present for want of good schoolmasters."¹

In 1918, a Committee of the National Education Association brought out the Seven Cardinal Principles. Emphasis has shifted to various center-points of the famous list such as citizenship, vocations, use of leisure, and so on, down to the latest meeting of the National Education Association two months ago when the central theme was character education. Very definitely the trend for several decades has been toward the center-point of all education—the child. This is true from the kindergarten through the baccalaureate degree. In graduate research, however, the emphasis still clings to pure science, pure art, pure knowledge, for their own sakes.

Factors Involved in Learning Situation

Progress at a normal rate in the learning situation seems to involve four factors. They are the learner, the leader, the process, and the material. This is true more especially for children

from the earliest teachable age through adolescence. The problem is largely one of emphasis. Each factor is essential but the one for which all the others exist is the learner. Erase him from the picture and nothing of consequence remains.

For some, the leader may be included as part of the process. Many will ask, What shall be done with all the laws of science? These laws are true and exist whether there is anyone to learn them or not. Even though this question may be classed with the ancient classic of which came first, the hen or the egg, nevertheless it may help to recall the fact that all the laws governing communication by radio were true when George Washington lived and so were the laws of plumbing, mechanical engineering, and so on. They remained undiscovered and hence unavailable until the individual began to demand them as a part of his existence. During the youth of many people in this group seven miles an hour was ample speed for practically all purposes.

Let us examine the first of these four factors, the learner, more carefully. J. K. Hart, in his book entitled *A Social Interpretation of Education*, indicates two presuppositions of the old school. First, "That the child is a natural barbarian, or even a bit of an animal, and he must be humanized and civilized. The school is society's instrument for this essential purpose; and no matter what happens, civilization is so much more important than any individual impulse that the child must be made to accept the 'long results of time' whether he wants to or not." The second assumption is that "Education is something already in existence; it is made up of patterns of behavior, and a certain content of culture; it is sacredly treasured in schools; and the individual, if he is to get it at all, must go to school to get it." Likewise, according to Mr. Hart, there are two fundamental presuppositions of the new school, viz., "Children are young human beings and, if given adequate chance, will naturally develop into adult human beings in good time. The second assumption is that education is an affair of the specific individual; as a process it lies entirely within his experience, even within the mind of the specific child; it must never be imposed upon him from without. Education is entirely subintegrated; it goes on within, under the skin, or not at all."²

It is almost too commonplace to repeat here that which everyone has recognized for a long time, viz., that children do vary tremendously in ability, intellectual capacity, aptitudes, emotions, interests, and the like. The tragedy of it is that we do not govern ourselves more nearly according to our knowledge in the organization and administration of our schools or in the methods of instruction within the classes.

Almost everyone will agree that the child at any given moment is not a composite of integral parts acting individually, each independently of the other, but, on the contrary, he is the result of a blending or an amalgamation of experiences, inheritances, and active forces, blended into a thing which is called individuality; and that within this individuality are forces which act together favorably and also those which repel or operate in contradictory fashion. It is obvious that this individuality changes constantly, sometimes momentarily, and that each day the child is different from what he was the day before. This is the essence of growth and development. Add to this condition all the modifications that come with variation in race, religion, and home training, as well as all the forces, such as the commercial, philanthropic, and educational,

that tend to tear down and build up and the problems become more acute and numerous. It would be ridiculous to say that all 6-year-olds are identical, and yet most schools proceed to organize and teach as if this were the case.

It is agreed, I think, that the individual members of any normal group are more alike than they are different. Herein lies one element in a practical solution of the problem of individual differences. In this fact is justification for mass production in education only insofar as provision is made for individual differences in ability, after those conditioning factors common to the group have been accounted for and used to best advantage. Truly and technically the individual is fearfully and wonderfully made.

Another exceedingly important factor in the learning situation is the learning process. Regardless of the subject-matter material or the condition of the learner, in the last analysis learning is an individual process. It implies activity on the part of the learner. Hart stated it in the foregoing quotation. John Dewey shows it when he says, "Our teachers find their tasks made heavier in that they have come to deal with pupils individually and not merely in mass." In another place he states, "This book also represents the conviction that the native and unspoiled attitude of childhood, marked by ardent curiosity, fertile imagination, and love of experimental inquiry, is near, very near to the attitude of the scientific mind."³ Thorndike recognizes this principle in his stimulus-bond-response theory when he says, "Learning is connecting; and teaching is the arrangement of situations which will lead to desirable bonds and make them satisfying."⁴ Speaking further on the rate of learning he says, "The causes of these individual differences in improvement may be considered under three heads: (1) differences in methods of work which can be taught to one person as well as to another, or somewhat nearly as well; (2) differences in previous training which, at any given time, must be accepted but which could have been prevented; and (3) differences in original nature which must be accepted and allowed for."⁵

More than one high-school principal has been shocked to find that some of his teachers had forgotten about the laws of learning if they ever had learned them. Regardless of the age of the pupil and of the subject-matter material under consideration, the laws of learning are a definite part of the process. Readiness, exercise, and effect are still potent factors. Call them motivation, use and disuse, pleasure and pain, or whatever you will, the facts remain. Whether it is the sprightly 6-year-old with all his activity, competitive spirit, and apparently natural desire to learn, or the sophisticated sophomore in the liberal-arts college, the problem of motivation is of fundamental importance. The variation is primarily a matter of degree.

Formerly, many teachers were so dominated by the facts and figures about this and that as to forget the student almost entirely and assign more pages of tables or poems or formulas or dates or theories or whatnots. Standardizing agencies, state examinations, and uniform textbooks aggravated the irritation.

Then came the world war. It has been blamed or accredited with everything else. It should not be omitted here. The use of intelligence and aptitude tests, begun a decade and a half earlier, received added attention in the sorting of soldiers. Schoolmen, encouraged by the partial success of the army and navy administration, began

¹Dewey, John, *How We Think*, p. iii.

²Thorndike, E. L., *Educational Psychology*, Vol. II, p. 55.

³*Ibid.*, p. 55.

⁴Hart, J. K., *A Social Interpretation of Education* (New York: Henry Holt and Company, 1929).

⁵Clapp, Chase, Merriman, *Introduction to Education*, p. 327.

testing programs on a very extensive scale. You are all familiar with the added interest and activity in this direction.

Tests in Teaching

In my humble opinion, a considerable part of the unsolved problem of teaching students instead of subjects lies at this point. Some progress has been made in testing ability and in testing achievement. Beginnings have been made in testing other factors such as aptitudes and ideals. The real problem apparently lies in analyzing the child as a whole. He has a physical self. Likewise he has emotions, experiences, ideals, interests, and abilities of varying kinds. Illness may change the whole set-up for days, or weeks, or even permanently. Tantrums may seriously mar not only the individual child but even the whole class. Positive lack of ability, or a dearth of experience, is sure to slow down progress and vice versa. Ideals and experiences of children living in the lower east side make teaching there an altogether different problem from what it is in Edgewood Lake Drive. Moreover, a given class of pupils require different methods of teaching in different subjects. Until we learn how to analyze the whole child more completely than heretofore and until we know more about the variable relationships caused by the interplay of the factors just named as they affect the learning process, there is still much to strive for in this direction. If and when we have learned how to make these analyses and apply them effectively we shall still have problems. Will these relationships function the same for mathematics as they do for art or music? The school exists for the pupil. His welfare and progress are paramount. Let us never lose sight of him in the maze of subject-matter materials and methods.

Subject Material for Teaching

A third factor which is important in teaching students rather than subjects is the subject-matter material. In fact, the name suggests that subject-matter material is one of the two chief factors. Again using a summary statement as a starting point, I should like to say that *when properly administered* the material becomes part of the child, and, furthermore, only that part of the material which affects him, either through acceptance or rejection, makes any difference with him anyway. Ask the average adult who is a high-school or college graduate what he remembers from some particular course; or try it on yourself. You do not recall long lists of informational facts about this or that. Whatever good you received from a course came about when you assimilated some knowledge, or developed some power, or acquired some skill in such a way that it became a part of you. For the most part, you forgot it as such because it became a part of you. It may be that practically all of the course passed by you without any interaction between you and it. We have all "been exposed to courses which didn't take." This is another way of saying that the subject-matter materials were used ineffectually in the particular case.

The accumulation of effects from relevant subject-matter materials works somewhat after the fashion of compound interest in monetary matters. As soon as new materials are assimilated they become productive capital for other new materials. This is particularly true in such teaching as results in the creation of ideals, appreciation, attitudes, and the like. For example, the trained botanist sees infinitely more during a stroll through the woods and fields than does his untrained companion. Some of his superiority is due to knowledge, some to training in appreciation, some to appreciation due to an accumulation of many forces at work in his in-

dividual case. It is trite but true that education is not a mere accumulation of factual data.

Every good schoolman is familiar with the great changes that have taken place during the past decade or two in the kind of subject-matter materials needed. Criteria for the selection of such materials are becoming more numerous. The following suggestions by Dr. E. H. Ferriss are worthy of consideration.⁶

"It is not assumed that these principles are final, or that with our present knowledge they can be accurately or infallibly applied. It is believed, however, that they may even under present conditions be very helpful in placing instruction in the high school upon a functional basis. Subject matter should be selected on the basis of:

1. Its direct values in giving the pupil the knowledges, abilities, habits, skills, appreciation, etc., desirable in the activities to which the objectives of the course pertain.
2. The relative number of individuals who will use the knowledges, abilities, habits, skills, etc., and
 - a) the frequency of their use,
 - b) the certainty of their use,
 - c) their importance when used,
3. Its adaptability to the learner's stage of maturity.
4. Its appeal to the learner.
5. Its requirement in terms of time and effort.
6. The degree to which it can be used in a natural setting.
7. The intimacy of its relationship with the other elements of subject matter used in the development of a topic, type, problem, or project."

The problem of selection of materials, including equipment, books, syllabi, apparatus, visual aids, and whatnots, has become complex and difficult. The overproduction in this kind of market is also a national problem.

The fourth factor in the learning situation is the leader or teacher. Likewise this factor varies with the age and condition of the learner. Many educators agree that the best teachers today are to be found in the elementary schools and that the quality of teachers declines as the level of school organization rises. It is acute even in the colleges where the reputation of a knowledge of one's subject is a pullman ticket for all things good. Academically, Dr. Henry M. Suzzallo voiced the problem as it affects college teaching recently in a national interfraternity conference thus:⁷

"The lack of intellectual interest in studies on the part of fraternity men or other students

⁶Ferriss, E. N., *Secondary Education in Country and Village* (D. Appleton & Company, 1927), p. 121.
⁷Suzzallo, Henry M., Address: "Some Problems of the Fraternity System." National Interfraternity Conference, New York, November 27, 1931.

Teachers should regularly invoice the abilities of their pupils in each of the elementary-school subjects in order that they may guide each child in his attack on the removal of his individual difficulties. Teachers need to ask not only what each child needs to learn but also why some children do not learn by methods which in general bring success. Why does Mary have difficulty in spelling? Why does John read inaccurately? Why does he fail to respond to remedial handwriting exercises, which in general bring satisfactory results? There is not time to discuss even the major causes for such failure. The commonest cause is to be found in the child's attitude and it is here that expert skill and human sympathy are most needed. I once heard a thoughtful old gentleman make this statement: "There have always been great teachers and their methods have never been superseded." It is probable that the chief element of greatness in teachers is to be found in the sympathy and skill with which they develop abiding interest and right attitudes toward learning and toward life. — Ernest Horn.

... is ... the prime responsibility of the college teacher and the university administration. When we have more college teachers with an interest in human beings as vital as their interest in academic subjects, and with the sympathetic ability to see the problems of life as the youth perceives them, then students will be interested intellectually. ... To bore youngsters to death with details that are significant only to mature scholars is one successful means of banishing vital interest from collegiate study. ... My injunction is to give your understanding and tolerance to every experiment and every reform which is trying to save the intellectual life of the potential American Leaders now enrolled in your old colleges."

The effective teacher is the one who sets the academic stage for the real players — the pupils; he is the one who creates John Dewey's "forked road situations"; he is the guide for the novice as well as being an explorer for himself; he not only knows the rough spots in the academic road but he is familiar with the detours for the irregular travelers. A part of his job is inspiration and encouragement not only for the weak but for the strong students that they may run even more rapidly. He knows how to measure progress of students as well as to promote it. He knows that unless there is learning, there is no real teaching.

Let us list some specific ways in which we may teach students rather than subjects.

1. Organize materials and methods on the basis of the whole child — his soul, his intellect, his emotions, his physical make-up, his ideals, and his experiences.

2. Organize materials and plan techniques on the basis of psychological analysis rather than logical analysis if there be any conflict between these two types of organization.

3. Adjust the difficulty of materials to the level of the learner. If the materials are organized anywhere near the level of the ability and training of the child, they will be difficult for him at times. This may mean occasional discouragement. The teacher can encourage him by appealing to his natural tendencies, such as mastery, competitive or combative instinct. Knowledge of progress is a strong stimulant.

4. The teacher owes it to the child to teach him how to study — not how to study in general, but how to study the particular materials at hand depending upon the goal set for that particular class. Some goals are skills, some are appreciations, some are factual information. These call for different methods of study and the child if he has them at all, has them only in part. If he has them completely, he should not be in school.

5. Use personal factors to make learning as objective as possible. The scientific movement in education has made and is continuing to make tremendous contributions to methods and materials. But in our effort to objectify procedures and materials through impartial diagnoses, statistical treatments of data, classification of students on the basis of ability or achievement and similar modern technique, we may forget that the child is a human being rather than a number on a seat or a card in a filing cabinet.

6. Keep in mind constantly that the learner is the center of all teaching activity. It is he for whom the whole plan of education exists.

To return to the beginning of this discourse; in the public schools we are not now teaching students, we never have taught students, and under the present type of organization we probably never shall teach students in the literal use of that phrase. But we have the comforting satisfaction that we are more nearly approaching that condition than we ever have done in the past, and the rate of progress is much more rapid than heretofore.

Short Versus Lengthy Board Meetings

An Experience with both Types

H. H. Kirk, Superintendent of Schools, Faribault, Minnesota

This article purposes to deal with two methods followed by boards of education in transacting business. It will endeavor to contrast the results obtained when board members are fully informed in advance as to the nature of business to be transacted, with the results that follow when all propositions are introduced orally, and not before the actual time of meeting.

It is without question the desire of every school superintendent to devise some method whereby board meetings may not be unduly time-consuming and yet sufficiently lengthy to insure thorough understanding on the part of board members of all matters upon which action is to be taken. Several contrasts suggest themselves. Many board meetings merely happen. No one knows what will turn up, and as a result, discussion proceeds aimlessly. Well-crystallized opinion is rare; and judgments are reached to some extent at least as the result of prejudice, opinions of the last persons talked to, or the domination of some individual on the board.

Some school boards are highly organized into standing committees. As a rule, no one on such boards knows, either, just what is going to happen. Each standing committee knows what business it will present; but it knows little or nothing of what may be presented by some other standing committee. Action taken usually consists in giving formal approval to the reports of standing committees. The defects of this procedure are too obvious to require further elaboration.

Then there is the superintendent who insures a majority in favor of his proposals by seeing individually, in advance of meetings, the influential members of his board, and securing their consent to support whatever he has in mind. He may even secure the consent of one such member to introduce the proposition to the board as one of his own ideas. The effect upon the board members of less influence is either overlooked or considered of little importance. Many superintendents, for obvious reasons, hesitate to follow this practice.

A desirable element in the problem of efficiently conducted board meetings is clearly the devising of some technique whereby the whole board may be informed in advance of meeting time, upon items of business that are to be taken up. The experience of Faribault School District, with reference to the technique of keeping the board informed, may prove to be of interest to school boards and school superintendents who have wrestled with this same problem. The circumstances are given in considerable detail.

How the Faribault Board Did Business

Eight years ago the board of education of the Faribault School District was organized, although not highly organized, into committees. These committees took their work seriously and brought the results of their deliberations to the school-board meetings. Contrary, however, to what is said to happen in the typical committee-organized board, the board of education in Faribault did not accept, without argument, the recommendations of committees, but engaged in further deliberation if members not included on the particular standing committee in question so desired. In this one particular the board of education was not typical, and it was no unusual thing for the report of a committee to be rejected. In other words, the board as a whole did not feel obligated to defer to some standing committee.

Several objections to the board's method of transacting business gradually became apparent. One of these was that the board as a whole never knew what business was to be transacted. The report of a committee was never announced in advance. It was merely laid before the board at a regular meeting, and until that time its deliberations were unknown to the other members. This was the cause of a great many delays in securing action on matters more or less important. Other members of the board habitually made it necessary for the committee to cover the entire subject again for their special benefit. Then again it happened occasionally that some member of the board pointed out some loophole that had been overlooked by the committee. The second fault was the time-consuming character of the meetings. Sessions of four and five hours were not unusual and frequently action was deferred until a later meeting. Furthermore, standing committees were disappointed when their recommendations were rejected, and were prone to consider their work fruitless.

It occurred to a new president of the board, who took office in 1927, that the board, as organized, was wasting a great deal of time, and that to secure action promptly upon any matter, it was necessary to use snap judgment and accept the findings of a committee without fully understanding these findings. The only alternative appeared to be lengthy meetings with the possibility of postponement of action after much discussion. This board officer, shortly after taking office, requested the writer to consider the advisability of devising some method which would secure efficient transaction of business with a minimum of delay and postponement. Some plan, he stated, was surely possible whereby it would be unnecessary to "swallow" the report of some standing committee or waste time wrangling with that committee. Out of this conference developed a plan which is by no means original. The plan employed since 1927 is merely that of the preparation by the superintendent of a somewhat lengthy report, or digest, on contemplated business. These reports are released to each board member at least five days before meetings. As stated, the plan is not original but is followed in a number of city school systems.

The New Plan Introduced

During the past five years the superintendent has had the responsibility of presenting a complete digest upon any matter to be considered. He has been expected to weigh every proposal and present in written form arguments both for and against the matter under consideration. It has been the belief of the board that this plan is superior to the plan formerly in use. In the first place, every member of the board secures identical information. No committee has a "corner" on the information available. Then, each member with all the facts in his possession, is able to reason the matter out in his own way and to be prepared to vote according to his convictions. This has proved to be a great timesaver. The five-hour sessions of eight years ago rapidly became a thing of the past, and during recent years it has been common experience for the board to give adequate attention to a month's business in less than one and one-half hours.

A few examples of material presented in advance are given to illustrate the minuteness with which the effort was made to inform the board and provide a basis for voting. In December, 1928, a request came to the board from

certain organizations for permission to erect upon the grounds of the Central Elementary School the necessary appurtenances for playing hockey. The request was referred to the superintendent and the following digest was placed before the board members on December 7, prior to the meeting of December 12.

The matter of a more extended use of the Central School grounds for skating purposes has been brought to my attention. The city of Faribault has followed the practice for a number of years, of flooding a portion of the Central playground for the use of the school children. This project has not been carried on to such an extent that it has attracted the community as a whole to the Central grounds, for recreational purposes. As I understand the request, permission has been asked of the board to erect the necessary devices for the playing of hockey.

There are certain things which should be considered very carefully before encouraging the public as a whole, to frequent the Central School grounds. In the first place, it should be understood definitely that the playground is for school children during school hours and up to at least six o'clock in the evening. Small children who enjoy skating, should not be subjected to the risk of accidents as the result of skating where adults are skating. I feel also that unrestricted use of such a skating rink should be granted to the school children for the full day on Saturday.

The second matter to be considered is the fact that it will be impossible for supervision to be provided unless it is furnished by the city police. Certain nuisances always develop when people at large are encouraged to make use of public property. Adequate supervision such as we are able to maintain, in granting the use of our buildings, is out of the question when we attempt to supervise a skating rink outside and at night.

These two objections to the plan should be weighed very carefully. I heartily favor the plan that has been followed by the city, of providing facilities for our younger children. I feel, however, that any plan that would encourage adults to use the Central grounds, should be considered very carefully before being entered into.

Typical Advance Reports

In April, 1930, an opportunity to acquire a piano at a bargain price presented itself. The details were presented to the board in the superintendent's letter of April 5, in preparation for the board's regular meeting of April 9.

Mr. Roy B. Graves, of the Bach Piano Company, has located a grand piano, second size, at New Richland, Minnesota, which he feels would be an excellent buy for the high-school auditorium. The piano has been in use one year and its cost at the time of purchase was \$1,300. For personal reasons the owner wishes to sacrifice it at a cost of \$525. A trucking charge from New Richland would increase this cost to \$540. Mr. Graves has also arranged to dispose of the thirty-year-old grand piano which now graces the auditorium. He has found a prospective purchaser in the person of Mr. Frank McKellip, proprietor of the amusement park at Jewitts' Point. The figure at which the old piano can be sold will probably be \$150. According to both Mr. Graves and Mrs. Gaard, we will be exceedingly fortunate if we realize \$150 on the old piano. As to the new piano, I have not seen it personally but I asked Mrs. Gaard to go to New Richland with Mr. Graves for the purpose of examining the piano. She reports it is an excellent bargain and I respectfully solicit your permission to conclude the deal. If you will refer to the last report on the school budget, you will find that under the head of Capital Outlay—Equipment of Old Buildings—there is a sufficient surplus to cover the cost of this piano.

A final example is taken from the superintendent's letter of April 14, 1926. At that time a petition had been presented for permission to

dance at a high-school party whereas a rule prohibiting dancing at high-school parties was in effect at that time.

The question of dancing at the Junior-Senior party has again come up. While I have no personal feeling against dancing and while I feel that high-school dances could possibly be carried on with perfect safety, nevertheless I feel it would be unwise to change the policy of the board during the middle of the year as a result of pressure or petitions from the outside. I think it would be perfectly logical to take this matter up next fall at the opening of school and decide on a policy for the year. On the other hand, I feel that it would be unwise to go through a part of the year with a nondancing policy and then reverse ourselves at this time merely because we were urged to do so.

It is well, I think, to let a change of policy such as this be divorced as far as possible from immediate necessity. There is certain to be opposition; and any hasty action at this time may result in embarrassment, when those who oppose dancing make the claim that the plan was rushed through at the behest of only those who favor dancing. My feeling in this matter is that it should be discussed fully next fall, when there is no reason such as now exists, for making a hasty decision. I feel that we should then be in a better position to decide upon an appropriate policy.

And Then Came the Depression

During the five years that this plan of giving information in advance has been in effect, board members on the whole have declared themselves as highly pleased. Each one has felt that he is as well informed as any other concerning the business of the board. Standing committees have disappeared and protracted board meetings are no longer a bugbear. Several years ago a busy physician was prevailed upon to announce himself as a candidate for membership on the board of education. He refused to yield until assured that he would not be obliged to give hours of time attending board meetings and serving on committees. When he was informed how the board secures information in advance, he was pleased and has been an enthusiastic board member.

There is an old saying, however, to the effect that "all that glitters is not gold." The plan described in the preceding paragraphs worked admirably for more than four years, and then came the depression. Suddenly, with little warning, board members found themselves to be the center of small groups. The other members of these groups were interested citizens who wanted to know the why and the wherefore of everything. Questions on all phases of school work were asked of them and they were uncertain as to how they should reply. Both the board and the superintendent soon realized that the board which had thought itself well informed, was not so well informed as it had thought. Many things had been taken for granted and had not been mentioned by the superintendent in his monthly letters. Other matters were passed upon without thorough discussion because it was felt that the superintendent had presented the case adequately in his letters. The scheme which had worked successfully during a period of tranquillity, began to show signs of weakness during a time of doubt and suspicion such as the depression.

For years the community had taken for granted the idea of having a dean of girls in the high school. Likewise, the community had taken for granted the presence of a general elementary supervisor, special teachers of music, art, and physical education, and a number of well-organized vocational departments. Suddenly the community, in the grip of the depression, began to question the principles underlying our somewhat elaborate organization and the board members were unprepared for the attack.

The first concern of the board was to meet the popular demand that school expenses be curtailed, and it was at this time that the su-

perintendent made a decision to drop, at least temporarily, the plan of giving out written information in advance of the board meetings. Instead, he announced to the board at the October, 1931, meeting that it would be his plan to present orally at each meeting for the following six months, the philosophy underlying certain phases of the schoolwork and to point out the value of that work to the community and the value of the particular teacher in promoting the department.

The Oral Reports Effective

All through the winter this plan was followed. It was surprising how rapidly the thirty minutes allotted to this portion of the board meeting, passed by. Old records were consulted, quotations were read from professional books and from leading magazines, enrollment figures were studied, and the educational needs of the heterogeneous population in Faribault was considered. During the months of January, February, and March, six special meetings were held for the same purpose. The length of some of the sessions was reminiscent of the good old days of 1925 and 1926. The result of the series of meetings was a well-informed board, a board which was satisfied that every feature of its schools which had been added over a period of twenty years was worth while, and a board that would refuse to tear down at one stroke what had required twenty years in the building. A salary cut was made, but every position was maintained.

At the close of this series of meetings the doctor previously referred to raised the question, "Are we a set of fools to have spent forty

or fifty hours in this way when we could have settled the whole matter in fifteen minutes?" He then answered his own question by stating that he was satisfied and felt repaid for the time spent, claiming that he had been educated in the process and that he now felt himself to be a really well-informed board member.

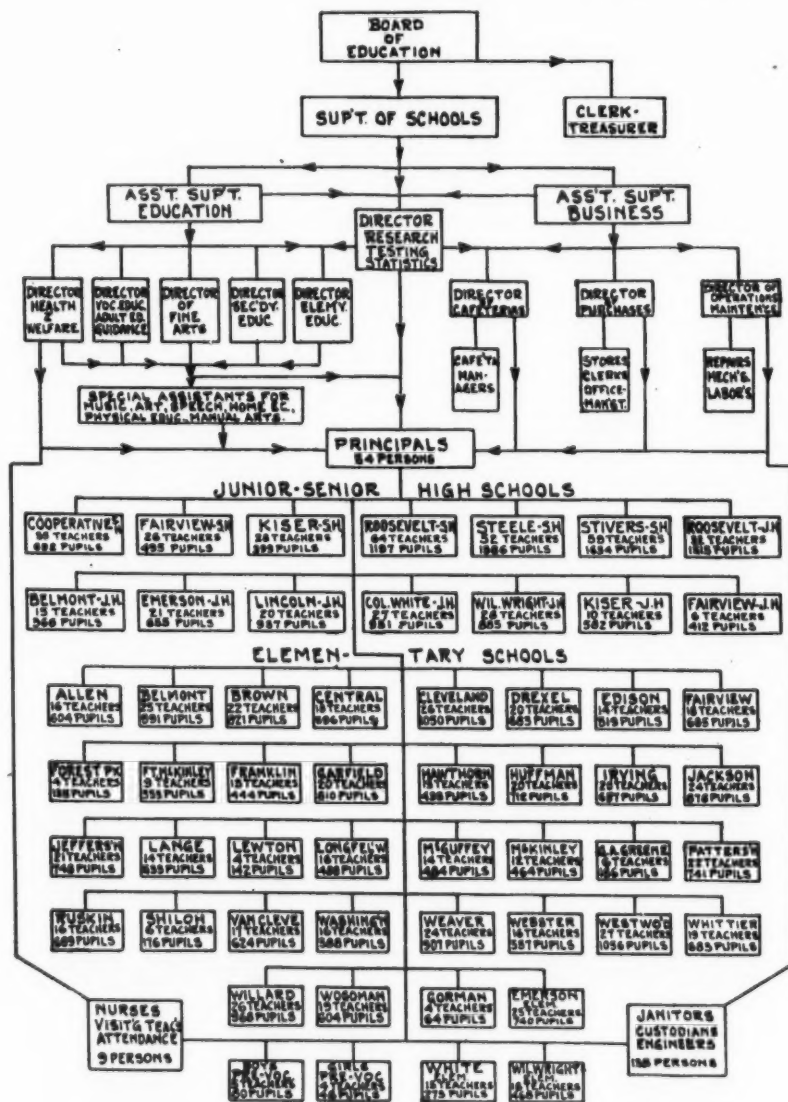
Perhaps enough has been said to point out the issue which now faces the board and the superintendent. Shall the method of informing the board in advance by mail be continued, and shall the board drift back to short meetings and shallow understanding? Or shall the superintendent, without preliminary warning, present every matter for full discussion at every board meeting and accept postponement gracefully if postponement appears to be the only satisfactory outcome? In the writer's opinion, a written digest of contemplated business, no matter how logically and attractively prepared, tends toward superficiality on the part of the one reading it. The board member is prone to nod his head and exclaim, "Those are my sentiments," without gaining the full meaning of the matter in question.

On the other hand, full discussion, although it requires more time, gives opportunity for a thorough understanding of every proposition under consideration. As a result, the board member is not so often bowled over by sudden questions on the part of inquisitive taxpayers.

For the Future?

At the present time it appears advisable for the superintendent to continue the plan in effect during the past five years with reference to most routine matters, and to insure adequate

(Concluded on Page 74)



THE ORGANIZATION OF THE DAYTON, OHIO, SCHOOL ADMINISTRATION

The above chart shows how the Dayton, Ohio, public-school system has been reorganized with a view to greater efficiency and economy. The first principle is that there shall be one responsible executive head of the school system, the superintendent of schools, to whom in turn the assistant superintendents in charge of education and of business, the principals, and the teachers are responsible. Topping the entire system is the board of education as the legislative and policy-making body representing the community, which has the final word in all school problems and school business.

New Sources of School Revenue and Tax Reduction for Real Property—The Inheritance Tax

H. H. Davis, Columbus, Ohio

Out of all the discussion about taxation has come a rather general move toward the use of "new" taxes in order to relieve burdens on real estate. These substitute taxes, which are not as new as is commonly believed, are usually in the form of sales taxes, income taxes, inheritance taxes, or some form of business tax.

These taxes, unlike those on property, do not lend themselves well to local administration but are much better collected on a state-wide basis, which results in bringing an increased revenue into the state treasury. The proper disposition of this new revenue constitutes an important problem, to which there appear to be three possible solutions:

1. The state may use the money for its own purposes.

2. The money may be returned as nearly as possible to the cities or other governmental units from which it came.

3. The money may be distributed to various governmental units on some basis of estimated need.

The states made much use of the first plan as long as the new revenues were needed to reduce state tax levies on real property. Many states now support their general government entirely from these taxes with no state real property levy at all. Hence, any additional revenues must be distributed almost entirely, and solution No. 1 does not fit.

The second possible solution has a serious objection in that it is hard to say from just which local units the payments came. There is the further objection that some local areas, such as wealthy suburbs, would get much of the money and areas most in need of tax money would get little.

Thus it has come about that most states must use the third solution and attempt the distribution on some basis of need. Of all the possible local units to which this money might be sent the school district seems to be the most logical. Counties are loosely organized, townships have few functions, and municipalities do not cover the entire state. The school district is open to none of these objections, and is doing a work in which the state is more closely interested than it is in the functions of any other local unit. With these points in mind we may expect an increasing tendency to relieve real property taxes, and provide school revenue by collecting various taxes on a state basis and distributing them through the schools. In order to take full advantage of this opportunity for securing school revenues it is desirable that schoolmen study the nature and features of these supplementary taxes. Some of the more important points about inheritance or estate taxes are given below. Later articles will deal in a similar manner with sales, income, and business taxes.

Inheritance or Estate Taxes

Historical. This type of taxation is far from new in the world history of taxation. In fact it seems to have been in existence before the birth of Christ. The Egyptians had a fairly well-developed form of inheritance tax, and both Greece and Rome used it to some extent. Feudal taxes on succession, probate charges, and more recently graduated estate and inheritance taxes have been much used in Europe. Death taxes, at least in the form of probate charges, were found rather often in the colonies and early states of America. The general and important growth of this form of taxation in America, however, came in the latter part of the nine-



NOTE: This is the first of a series of articles which will discuss new sources of tax revenue for schools. It has been generally recognized by tax experts that the old property tax is an unequitable and worn-out instrument, and that the solution of the tax problem in the United States will entail new forms of taxes and new sources of funds—sources which will produce the greatest amount of feathers with the least squawk.

Dr. Davis's papers are a result of intensive study of the underlying theories of taxation and their special application to schools.—Editor.



teenth century and extends to the present time.¹

Theory. Death taxes are based upon the transfer of property, either at death or by gift in anticipation of death. The tax is thus upon the *privilege* of transferring property rather than on the property itself. It is sometimes defended under the "accidental-income theory," sometimes on the ground that the state has been a "silent partner" in building up the estate or in permitting its transfer, and sometimes on the basis of "back taxes" with the assumption that the growth of the estate is evidence that more taxes could have been paid. The best of these in modern tax thinking is probably the accidental-income theory, at least for all except those heirs who were dependent on the deceased for support. Most tax laws allow exemption enough to care for the latter situation. Another reason sometimes advanced for the tax is that it is a democratic agent in breaking up large estates. This is, of course, a social rather than a fiscal reason.

Features of Death Taxes in the United States

Death taxes are of two kinds, inheritance and estate. The former is levied upon the shares as inherited and constitutes a tax on the privilege of receiving property. The latter is levied upon the estate before it is broken up into shares, and is essentially a tax upon the privilege of giving or bequeathing property. The inheritance type is more common among American states and is more flexible, since it can be varied both with the size of the estate and the degree of relationship of the heirs. Three degrees of relationship are in common use. A *direct heir* is usually husband or wife or one in lineal succession, such as father or mother, son or daughter, grandson or granddaughter. *Collateral heirs* are generally brothers or sisters, aunts, uncles, or other less direct relatives. *Stranger heirs* are those without blood relationship.

All but one or two of the states now levy some sort of death tax, although that of Florida is a form of estate tax limited to an amount which will not exceed the 80 per cent federal exemption. This provision of the federal law which allows 80 per cent of the federal levy to be paid into the state treasury where proper laws exist, has greatly stimulated state taxes of this sort. Total death taxes collected by the states in 1930 amounted to more than \$160,000,000.

¹For detailed statistics see *The Tax Research Foundation, Federal and State Tax Systems*, Commerce Clearing House, Chicago, Illinois, 1932.

For short discussion see H. H. Davis, *Taxation—Its Purposes and Methods*, The Stoneman Press, Columbus, Ohio, 1932. For exhaustive and continuous treatment of the subject see the *Annual Proceedings of the National Tax Association*, 1907.

Use in Producing School Revenue

Estate or inheritance taxes are usually paid directly into the state treasury. Many of the states use the proceeds of these with other taxes for the support of state colleges and universities and sometimes aid to common schools along with other state activities.

Several states have gone farther than this and definitely set aside all or part of the revenue from these taxes to be distributed for public-school support. Georgia, Delaware, Michigan, Missouri, Montana, Oklahoma, Tennessee, and Virginia are states belonging in this list.

The major provisions of the law in two states are given here as samples.

Michigan. The Michigan law has been in effect since 1899, and as amended in 1929 provides for the taxation of inheritance, transfer of property by will, by intestate laws of the state or in anticipation of death. When the transfer is to husband or wife, an amount up to \$30,000 clear market value is exempt from the tax. The tax rate on amounts above \$30,000 is 1 per cent on the first \$20,000, 2 per cent on the next \$200,000, 4 per cent on the next \$250,000, 6 per cent on the next \$250,000 and 8 per cent on all amounts above \$750,000.

When the transfer is to any other direct heir, the exemption is \$5,000 and the rates are the same, except that the 1-per-cent rate applies to the first \$45,000 above exemption instead of the first \$20,000.

Collateral heirs are allowed no exemption and are taxed at 5 per cent on all amounts up to \$50,000, 10 per cent on all amounts of \$50,000 to \$500,000 and 15 per cent on all amounts above \$500,000. By these provisions a widow who inherited \$500,000 from her deceased husband would pay a tax of \$14,200 (\$30,000 at 0 per cent; \$20,000 at 1 per cent=\$200; \$200,000 at 2 per cent=\$4,000; \$250,000 at 4 per cent=\$10,000). A collateral heir receiving \$500,000 would pay \$47,500, which illustrates the variation on account of nearness of kin.

The tax produced \$5,948,581 for the fiscal year ended June 30, 1931, according to the report of the auditor general for the year. This made up almost one fourth of the primary-school-interest fund and contributed a little more than \$4 per pupil to all the schools of the state, since that fund is distributed state-wide on a per-pupil basis.

A Large Source of School Revenue

Missouri. The tax in Missouri has also been in use since 1899, and is of the inheritance type. Like the Michigan tax, it covers all transfers of property by deed, will, grant, bargain sale, or gift at death or in contemplation of death of grantor or donor. Exemptions of \$20,000 are allowed for husband or wife and \$5,000 for other direct heirs. Collateral heirs are allowed small exemptions of from \$100 to \$500.

The rates for direct heirs run 1 per cent on whatever part of the first \$20,000 is above exemption, 2 per cent on the next \$20,000, 3 per cent on the next \$40,000, 4 per cent on the next \$120,000, 5 per cent on the next \$200,000 and 6 per cent on all over \$400,000.

Rates for brother, sister, aunt, uncle, or similar relative are 3 per cent to 6 per cent on amounts above exemption up to \$400,000. Eighteen per cent is collected on all amounts above that figure.

Rates for brother or sister of grandparents or similar relationship are fixed at 4 per cent to 8

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The Riddle of Propaganda in the Schools

William G. Carr, Director of the Division of Research, N. E. A., Washington, D. C.

The public schools are the public's schools. "That's where my money goes," says John Taxpayer as he passes the neighborhood school building. Right enough, a considerable portion of his tax payments do go to furnish free education to the children of the community. Because we all help to pay for the public schools, it is difficult for most of us to learn that, since the public schools belong to the public collectively, they cannot belong to the public as individuals. Failure to recognize this principle is the basic cause of many a "school fight" in district, town, and city. What is more, the violation of this principle holds the seed of a real menace to the American ideal of education.

Yet how naturally we all turn to the school when we want our pet enterprise to get a little free publicity. Do we want to build a bird bath in the city park? Let us stage a drive in the schools; have every child bring a dime to school next Monday and the thing is done. Is the Friendly Service Ladies Civic Welfare and Improvement League planning an impressive ceremony at the planting of a tree in honor of the veterans of foreign wars? It would be nice to have five thousand appropriately costumed school children to stand in rows and make a living flag on the clubhouse lawn while the addresses are delivered. Are we dealers in musical instruments and would we like to sell more of these articles? Let us impress on teachers and school officers the important place which music occupies in the curriculum of a really progressive school.

Now, bird baths, knowledge of the Constitution, respect for veterans, and musical training are all very fine things. But it may be difficult to build a unified school curriculum about so miscellaneous a conglomerate. Besides, some rebellious components of the great public which owns and pays for the schools may allege:

That drinking fountains for dusty horses should be provided instead of bird baths.

That respect for veterans is merely the excuse for blatant jingoism.

That musical training is an expensive fad and what the kids need is more drill on arithmetic and spelling.

The schools can't please everybody. Yet if they are to retain full public confidence they must displease nobody. There is a real predicament here, as any school principal, teacher, or superintendent will tell you.

Typical Special Pleading

The business of education today is conducted under a veritable bombardment of propaganda in its two varieties: special pleading and advertising. For instance, here are a few of the special days and weeks which the schools are asked to help celebrate:

Constitution Week	National Thrift Week
Labor Day	Children's Book Week
Columbus Day	Good-Health Week
Lief Ericson Day	International Good-Will Day
American Indian Week	Armistice Day
National Fire-Prevention Week	Lincoln's Birthday
Navy Day	Washington's Birthday
American Education Week	Clean-up and Paint-up Week
Halloween	Better-Speech Week
Thanksgiving Day	Arbor Day
Christmas Day	Memorial Day
Mothers' Day	Flag Day

And contests. Not including athletic contests which are usually sponsored by the school itself, there are essay contests, advertisement-writing contests, art contests, music contests, sewing contests, printing contests, spelling contests, salesmanship contests, typing contests, oratorical contests, chemistry contests, health contests, penmanship contests, poster-making contests,

and others. If the schools are opened to all of these contests, they often disrupt the orderly work of the classroom, discourage the normal child and overstimulate the precocious, offer temptations for dishonesty, and set up material rewards in place of the normal satisfaction derived from good performance of a worth-while task. Yet many a state and city school superintendent has made powerful enemies by refusing to sanction one or more of these competitive spasms.

Then there is the problem of free school supplies. Mr. O. Sharpe Cleaver, the local butcher, moved by a profound interest in the educational welfare of the rising generation, has bought a thousand blotters which he would like the teachers to distribute absolutely free to every child in school. Of course, he has had printed on the blotters the modest and detached plea:

"Tell your mother you want Cleaver's Meats —
They are Best
By Government Test."

Nobody, surely, could possibly object to distributing Mr. Cleaver's useful blotters in the schoolroom except the seven other local meat dealers and all their friends. When to free blotters we add free pens, free pencil boxes, free rulers, free calendars and free eye shades, all bearing somebody's competitive bid for patronage, the situation grows complex. When, further, as is often the case, public funds are insufficient to provide these odds and ends of school supplies the temptation to accept them from outside sources is almost irresistible.

Vast Quantities of Free Material

But the benevolence of local merchants is a mere trifle compared with what the more powerful state-wide and nation-wide corporations and associations are ready to do to win the patronage and general good will of the rising generation, its parents and its teachers. For instance, some excellent health-education material bears the advertisement of great life-insurance companies. Again, suppose Miss Jones wished to impress on grade 5-B the importance of a healthful diet. A fruit combine will gladly mail her posters proclaiming the nutritional value of the orange, an association of dairy-men will send a speaker to explain to the children the value of milk, manufacturers of a coffee substitute will do their bit by proclaiming the harmful effects of caffeine, and milling companies will send charts and projects calculated to make the 5-B's cereal-conscious. The amount and variety of such free or nearly free material is almost infinite. It must represent an investment of millions of dollars in schoolroom advertising. No one knows how much there is of it, but an eastern college has recently published four substantial volumes which list exclusively this type of free or nearly free outside material, and a middle-western professor has prepared a similar list.

Propaganda and commercial enterprise in the schools are not limited to private efforts. Under the stinging whip of powerfully organized minorities most of the state legislatures have at one time or another wandered from their regular beats into the tangled by-paths of special interests. Dr. Flanders of Oswego, New York, recently made an exhaustive study of legislative control of the elementary-school curriculum. He analyzed the state laws bearing on the school curriculum in 1903, 1913, and 1923. Over this entire period the number of legislative prescriptions classified as dealing with "nationalism" more than doubled; prescriptions classified as dealing with "health and prohibition" increased 70 per cent; while prescriptions classified as dealing with "humaneness" more than trebled

in number. In California, until recently, the elementary schools were required by law to give instruction in no less than 23 different subjects. There is no evidence that minute legislative control of the curriculum is decreasing. In 1929 six state legislatures added one or more special subjects to the curriculum.

Probably no one denies the right of the state legislatures to pass laws which minutely prescribe local educational activities, but there is grave doubt as to the final wisdom of such legislation. While it is perfectly true that these prescriptive laws have not as yet seriously crippled the initiative and judgment of professional school workers in curriculum construction, it must be recognized that, in the words of Professor Flanders, "our legislators are pursuing a course which, if persisted in, will eventually deprive pupils of professional leadership in this field."

Textbook Propaganda

Of all the methods of influencing children few are more effective than the textbook. History, civics, economics, and sociology texts offer a particularly attractive field to propagandists. The hearings of the Federal Trade Commission on the activities of certain public-service corporations have brought to light but one of many attempts to influence the content of textbooks. Commenting on these hearings, a committee of the National Education Association reports that efforts made to influence textbooks were seldom successful, either with the publishers or with the authors. It is probably true also, that the findings of the Federal Trade Commission have been hysterically exaggerated by a portion of the press and that perfectly legitimate activities have been tainted with suspicion and magnified out of all proportion to their real significance. Nevertheless, attempts to influence textbooks in a partisan direction have been made, and we have every reason to suppose that they will be made again in the future.

The great army of propaganda now invading the schools comprise two main battalions: the advertising engineers and the uplifting infantry. The former want to sell goods; the latter want to sell ideas. The advertisers dearly love to camouflage themselves in the uniform of uplifters, for the latter usually arouse a milder opposition from school authorities. Generally, however, the disguise is readily penetrated. When, for instance, the manufacturers of a "catarrhal jelly" begin to fret about the nasal health of school teachers and offer to send a generous free sample of their product to any teacher who will furnish a mailing list of her pupils' names and addresses, even the most glib person is likely to suspect that the humanitarian motive depends for its existence on sales interest.

However, the occasional exceptions should not blind us to the fact that the great bulk of the efforts to secure access to the schools are being made in good faith by people of undoubted good will, honesty, and sincerity. It must be strongly emphasized that insofar as they have acted without malice or chicanery, no censure should be placed upon them or upon the companies and organizations which they represent. For the most part, they have merely taken advantage of what appeared to them as an excellent and legitimate opportunity.

Controversial Problems

On the other hand, nobody need cast stones at the teachers and school officials because they have occasionally given audience to special pleadings. An efficient school cannot be con-

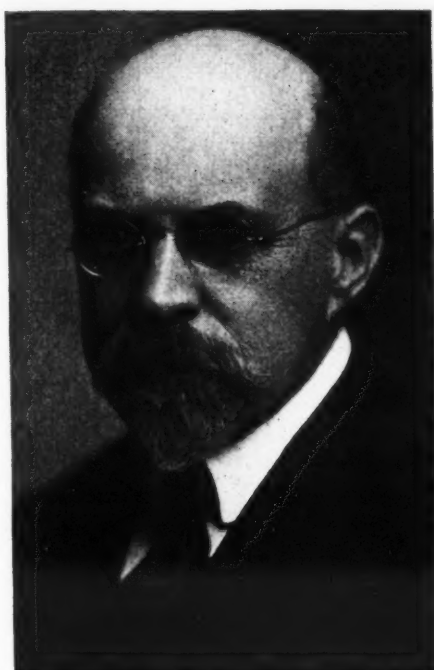
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School-Board Heads Who are Making History in American Education

DR. BENJAMIN F. BAILEY President, Board of Education, Lincoln, Nebraska

Dr. Benjamin F. Bailey became a member of the board of education, of Lincoln, in 1924. Since that time he has served the people of Lincoln as a member of the board, and for the past three years as its president.

During the period of Dr. Bailey's service, the enrollment of the schools increased from 10,398 to 17,715; the physical plant has been enlarged and modernized by the addition of eight elementary schools, three junior high schools, and an annex to the senior high school; the playgrounds have been enlarged; the education program has been extended and enriched; and extension courses have been made available to increasingly large numbers of adults. During this period, four suburbs have been annexed to



DR. BENJAMIN F. BAILEY
President, Board of Education,
Lincoln, Nebraska.

the city and the schools of these communities have been integrated with the Lincoln system.

To the solution of the problems involved in these extensions and changes, Dr. Bailey has given without compensation perhaps one fifth of his time for the past eight years. While his professional training and experience have enabled him to make unusual contributions in the field of health education and to those phases of building construction which relate to health, his interest in other phases of education has been just as keen and his contributions just as substantial. During the present year, his influence and skill in dealing with people have been vital factors in enabling the schools to readjust themselves to the changed economic situation with a minimum of sacrifice of educational values.

Dr. Bailey has served the public in many capacities. In the field of medicine he has served as president of the American Institute of Homeopathy, president of the Lancaster County and Nebraska State Medical Associations, and member of the Nebraska State Board of Health. He is now chairman of the legislative committee of the Nebraska State Medical Society, member of the Publication Board of the State Medical Journal, and delegate from the state society to the house of delegates of the American Medical Association. During the war, Dr. Bailey represented the United States Public Health Service as Interstate Supervisor of Education of the draft for the states of Nebraska, Iowa, Missouri, North and South Dakota.

The contribution made by leaders in the field of school administration was never more intense and at the same time more gratifying than it is at the present time. Those who head the board of education, though, are usually identified in an intimate way with the economic, civic, and social activities of their respective communities.

Thus, they are also exposed to the influences which at times batter their opposition to the cause of popular education in the guise of economy and retrenchments which are retrogressive in spirit and harmful in fact. The country must, in the stress and storm of a disturbed condition, look to these leaders for that calm steadfastness and guidance so essential to the school administrative service.

The biographical sketches here presented were in every instance prepared by writers who were in close contact with their subjects. They have lifted into view the true merits of the persons here discussed and thus provided a series of character studies well worthy the attention of the American school public.



Dr. Bailey's standing as a business man is indicated by the fact that he has served as president of the Lincoln Chamber of Commerce, and that he is now a director of Lincoln's largest bank and a director of a leading building and loan association. Other organizations in which he has served are the Sons of the American Revolution, the American Red Cross, and the American Interprofessional Institute. He was for five years president of the Nebraska Chapter of the Sons of the American Revolution, is now and has been for eight years chairman of the Lancaster County and Lincoln Chapter of the Red Cross, and past national president of the American Interprofessional Institute.

As a physician, his energies have been given in large part to the developing of the Benjamin F. Bailey Sanitarium.

The city of Lincoln is a better place to live, and the schools are able to offer the children better educational opportunities because of the services of Dr. Bailey.

MR. RUSSELL J. GREENE President, Board of Education, Enid, Oklahoma

Mr. Russell J. Greene, president of the Enid, Oklahoma, board of education, is a young man who has made music his vocation and avocation in life. He is a native of Kansas.

Mr. Greene has been a member of the board



RUSSELL J. GREENE
President, Board of Education,
Enid, Oklahoma.

of education during the past five years, and its president during the past year. He is a Rotarian and a member of the board of directors of the Enid General Hospital. He is president, also, of two leading musical organizations of northwestern Oklahoma and has been active in promoting general appreciation of the music arts. As a member of the board of education, he has stood for a progressive school system, and has been active in adjusting the school budget without reducing the efficiency of the school service.

MR. GEORGE T. HIGGINS President, Board of Education, Winona, Minnesota

Mr. Higgins was born in Midway, Wisconsin, and came to Winona with his parents when he was a small boy. His education was acquired in the old Central School of Winona, where the



GEORGE T. HIGGINS
President, Board of Education,
Winona, Minnesota.

first eight grades and high school were formerly conducted.

He has been and still is a very successful business man of the city, both for others who employed his services and in the business conducted by himself.

He was elected as member at large to the board of education in the spring of 1927, and has served continuously since. He was a member of the building-and-grounds committee his first year, and became chairman of that committee his second year on the board. The Winona high-school auditorium-gymnasium, one of the best and most complete in every detail in the middle west, was constructed during his membership on the building-and-grounds committee. The new Central School, erected on the site of the spot where he received his schooling is one of the "seventy-four type buildings" chosen by the Department of the Interior for the study of elementary-school buildings. This building was completed last year and much of its high quality in construction, efficiency in arrangement, and efficiency in equipment is due to the excellent judgment and devoted efforts of Mr. Higgins.

Mr. Higgins was chosen president of the board of education in the reorganization of the board in the spring of 1931, and was reelected in the spring of 1932. Under his leadership the building program has continued, and the new Madison school now under construction, will be completed at a saving to the taxpayers of approximately \$25,000 because of taking advan-

tage of the low cost of construction at this time. Mr. Higgins is a firm believer in economy, but not at the expense of good schools.

FRANK C. GEGENHEIMER
President, Board of Education,
Marion, Ohio

Mr. Gegenheimer has been a member and president of the board of education since January, 1924. He was reelected to the board for the third consecutive term of four years in the November, 1931, election.

Mr. Gegenheimer is a native of Ohio and a graduate of Ohio Wesleyan University. For a number of years he was a teacher of mathematics in the Harding High School, which position he left to enter the insurance field. He is today district agent for the Union-Central Life Insurance Company.

During his administration as president of the board of education, the old committee system of operation has been done away with and the board now operates as a whole, with the superintendent of schools as its chief executive officer. In the fall of 1928, a \$750,000 building program was approved by the citizens of Marion and the program has now been completed. It has included the remodeling and expanding of four elementary schools, the erection of one new elementary school, the erection of a new junior high school, and the purchase of a 17 acre tract for a future senior high school.



FRANK C. GEGENHEIMER
President, Board of Education,
Marion, Ohio.

Important steps in curriculum revisions have been taken or are in the process of development since his administration. A salary schedule was put into effect several years ago and training requirements for teachers have been increased. Mr. Gegenheimer is active in local civic affairs but his chief interest has been in the educational program of his city.

GRACE SAMPLE McCLURE
President, Board of Education,
Saginaw, Michigan

Mrs. Grace Sample McClure became a member of the East Saginaw board of education ten years ago, and was elected to the interim board during the period of consolidation and again as a member of the first board of education of the school district of the city of Saginaw after consolidation. For the past five years she has been its president and was reelected again this year by unanimous vote. During all this time she was



MRS. GRACE SAMPLE McCLURE
President, Board of Education,
Saginaw, Michigan.

the only woman member and has demonstrated that she is eminently fitted for the position. She is a native of Saginaw, attended its public schools, is a graduate of Vassar, a mother, and actively engaged in civic affairs.

During the period of consolidating the east side and west side districts, where intense rivalry had existed for years, courageous leadership was necessary. Mrs. McClure is conversant with progressive educational methods and has always stood for the interpretation of the policies of the board of education in terms of service to children. With the consolidation came a period of reorganization of the business departments, the revamping of buildings, and the development of a new and unified curriculum. The building program called for a relocation of buildings, the purchase of sites, and a graded school within a half mile of each elementary-school child. Six large elementary-school buildings were constructed within three years; four junior high schools are operated in buildings constructed within the past ten years. Just as plans were about made for the solution of the senior-high-school problem, the depression curtailed the program except to make emergency plans to house a 65-per-cent increase in high-school enrollment during the past three years.

One of Mrs. McClure's outstanding achievements was the appointment of the United Scholarship Committee which has devoted three years to the study of consolidation and administration of the many scholarship funds available to Saginaw students. Due to the fact that each grant set up different conditions, scholarships were not serving the purpose for which the donors intended. Today under her leadership there is a definite working policy and a plan of visitations where scholarship students are in attendance.

The libraries of the city of Saginaw are supported from the school budget and are administered by a library commission appointed by the board of education. Mrs. McClure has also been active in bringing about the consolidation of the public libraries, which has just been completed with centralized registration after six years of effort.

Mrs. McClure has consistently championed the idea that the welfare of the children and efficiency should come first in the program of curtailment as well as the program of expansion, and that the rights of teachers should be respected. Much of her time is devoted to the cause of education and through her activity in school affairs much has been accomplished in

developing a progressive system of elementary and secondary education in the city of Saginaw.

EDWIN C. MESERVEY
President, Board of Education, Kansas
City Public Schools

Mr. Edwin C. Meservey received his A.B. degree from the University of Kansas in 1882, and while in that institution he was awarded Phi Beta Kappa. In 1885 he received his degree in law from the Law School of Washington University, Saint Louis, Missouri. He immediately came to Kansas City and began the practice of law, which practice he has continued until the present time. In his long residence in Kansas City he has held the office of City Counselor and other honorary positions, but always his work has been the law.

Mr. Meservey was elected a member of the board of education fifteen years ago. He was made vice-president of the board in 1926, and in 1928 he was elected president.

As the presiding officer of the board of education he has been distinctively courteous to all members of the board and very considerate of all individuals and groups of individuals appearing before the board. At all times he has an open mind and is willing to hear both sides of any case. His sound judgment and keen insight have made him of much value to the school system and the city throughout his many years of service.

Mr. Meservey believes that the board of edu-



EDWIN C. MESERVEY
President, Board of Education,
Kansas City, Missouri.

cation should outline the policies which the schools should follow and hold executive heads responsible for results. Theoretically, at least, all board members hold this belief, but Mr. Meservey's official acts have always been in agreement with this principle of administration. He is also in sympathy with the well-established, conservative policy of the board of education of Kansas City, Missouri, in making certain that the financial affairs of the school district are kept on solid and safe footing. Under his wise leadership and the leadership of his predecessors and colleagues, the school board has always been able to meet promptly all current maintenance expenses, and all interest on bonds, and to provide adequate sinking funds to pay bonds at maturity.

Mr. Meservey stands for sound, progressive educational policies to be attained by gradual development rather than by spectacular, revolutionary changes.

Wanted: Teachers Who Can Double

Ernest E. Oertel, Orestimba Union High School, Newman, California

In the musical world it happens, sometimes, that a musician is called upon to perform on more than one instrument in order to fill in occasional gaps that occur because of limited instrumentation in the musical organization of which he is a member. In many positions, therefore, musicians who can "double" are preferred to those who cannot.

In educational fields, largely because of the recent phenomenal development of extracurricular activities in practically all schools, a premium also is being placed upon teachers who can "double." Progressive superintendents are now keenly aware of the need for new adjustments in the mechanics of teaching, to meet demands of the new education which has changed the school as a place where boys and girls prepare for life by imbibing more or less perfunctorily from accumulated knowledge of the past, to a place where children actually live and move and breathe in a social life filled with possibilities for learning by doing and accomplishing through meaningful individual and group experiences. In modern school systems it is quite evident that teachers who are able to teach academic subjects only and who have no interest in, nor ability to, direct or supervise, some extracurricular activity, are, notwithstanding the possibility that they may be excellent teachers of academic subjects, surely and swiftly losing opportunities to acquire and hold positions of trust and responsibility.

Ability of the Teacher Outside the Classroom

The question, "What can you do outside the classroom?" is now almost invariably asked by the superintendent in interviewing candidates for teaching positions; for superintendents know that much of the finest and most fruitful teaching done in the modern school is done in sponsoring and supervising extracurricular activities.

The new socialized programs, changing the character of all instruction more or less, but perhaps most directly exemplified at present in the handling of extraclassroom activities, demand the services of an ever-increasing number of coaches, directors, supervisors, counselors, and advisers. In the smaller schools, and usually in the larger, these faculty sponsors in extracurricular activities assume these "extra" duties in connection with the curricular subjects.

It is not likely that specialists employed on a full-time basis to direct and supervise extracurricular activities will ever, even in the larger school systems, eliminate the need for teachers who can "double"; for most superintendents prefer teacher-coaches and teacher-sponsors over professional experts for their extracurricular work, because ordinarily teachers working in the academic department have a point of view as to the larger functioning of the school often lacking in the professional coach. Employment of teacher-sponsors usually promotes a closer coordination between the academic and social programs in the school and discourages professionalization of some activities with all the attendant evils.

The sad experiences of some school people who have employed full-time professional athletic coaches having little or no conception of the purpose of the school as a whole and who did not guard sufficiently against the intrusion of base sporting influences from the outside, have made not a few thoughtful superintendents wary of any plan, no matter how promising of results in bringing "honor" to the school, that might result in the development of a sport-mad en-

thusiasm capable of completely demoralizing both school and community.

Securing Faculty Members with Versatile Abilities

Although in some large schools the number of students participating in major extracurricular activities precludes the possibility of any general division of teacher-time on a practical basis for "doubling," and there exist in such places coaches and directors who specialize, the tendency nevertheless in the majority of school systems is to collect faculty members who are primarily good teachers of curricular subjects, but who are versatile enough to help out in the extracurricular program.

So generally are teachers and students participating in these "extra" activities that the program of social training in many places is being incorporated into an "activities period," usually dignified by inclusion in the regular school-day schedule.

Extracurricular activities are not fads and frills that will soon disappear. There is not the slightest chance that they will decline in importance, or that they will not need as much or more serious attention on the part of the successful classroom teacher in the future as they now receive. The new, but widely accepted, philosophy of education pleading for the building of an effective and functioning democratic society within the school, is being realized more effectually through extracurricular activities than through other educative processes.

Extracurricular Activities Develop Student Initiative

Extracurricular activities, rightly supervised, afford invaluable opportunities for the development of student initiative, responsibility, social insight, special abilities, leadership, and followership; and they create new appreciations in new directions, multiply ambitions, and extend the spirit of social service. Because they aid so greatly in socializing and democratizing education in keeping with newer American ideals, extraclassroom activities may no longer be considered lightly by progressive school people. The great educational problem of today is to secure able leadership for them.

Some teachers who are specialists in given subjects, are ardent votaries of particular branches of science and learning, but often are miserably poor instructors except for the propagation of their own kind. They oppose the plan of selecting teachers on a basis of their versatility or ability to combine the teaching of academics with social-training skills, and are heard to declare quite vociferously in some quarters that such a practice must be followed at the cost of scholarship. Even if this were true for the small percentage of students who become purists and academicians, it must be conceded that when the larger concept of the purpose of education is considered, this apprehension fades into insignificance. The schools do not exist for the few who like to think of themselves as intellectuals. They exist for the masses — all classes — and since they do, the multitudinous and different interests, aptitudes, tastes, sentiments, emotions, and characteristics of the masses must be taken into account and capitalized upon in a process of educating for effective democratic citizenship.

It should not be difficult, however, to convince most unbiased persons that for the most academically inclined student, participation in a well-supervised extracurricular-activities program is an excellent thing, and that his aca-

demic training will not suffer because of it but rather will be made more complete and useful.

Fine Quality of Leadership Demanded

Students ordinarily adapt themselves readily to extracurricular activities. They appreciate the freedom of the "activities period," the opportunities for self-expression, the chance to do, the thrill of ordering, to some extent at least, their own affairs. Failure of an activities program in a school is usually due to lack of the right leadership on the part of the teachers, or to poor administration and organization.

Healthy extraclassroom activities cannot be developed unless there are good leaders and good followers. A leader is one who has expert knowledge and skills in a given field, plus the ability to demonstrate them intelligently. Without such qualifications none can serve long as a leader. It is common practice to have some teacher act as a sponsor or adviser for each extracurricular activity in a school. The teacher is not necessarily the ostensible leader. Students may do all the apparent leading; but the teacher, if she has any right to serve as a sponsor at all, must have superior knowledge and skills in reserve, so that at all times she can outline, in her own mind at least, ahead of factual circumstances.

If someone in a group of students selected for special activity knows how to do something well in this activity and is enthusiastic about doing it, in addition to being informed in the educational technique for handling the mechanics of demonstrating, and the atmosphere and setting are conducive to its accomplishment, then that thing is naturally and spontaneously executed, because it is human nature to respond thus in such circumstances.

Teachers Must Stimulate Students

There is a great need for teachers who are able to stimulate groups of students to do meaningful, constructive things in controlled situations in the new activity programs. A teacher need not know how to do many "extras" outside of teaching English or algebra or history. If she knows how to do one "extra" well and is enthusiastic about doing it, she can be of inestimable value to a school. Perhaps a teacher can play the violin, perhaps paint, sing, dance, write plays, act, repair radios, write poetry, or coach plays. It does not matter so much what she can do in these days when interests are so extensive, flexible, even fickle, so long as she can do this one thing reasonably well and likes to do it. Students readily develop interest in almost any activity if they feel a slight charge of enthusiasm and are given an opportunity to note the more obvious rewards of achievement. A good history teacher who knows how to play a mouth organ well may go into a school and by means of wisely directed effort in an activity period organize and direct a harmonica band that will contribute much to the social welfare of the school and at the same time add to her success as a teacher of history.

Teachers who can do creditable writing of news copy, feature stories, short stories, or poetry, and who have this ability in addition to possessing the requisite credentials to do regular curricular teaching, as necessary, are practically assured of acquiring and holding responsible school positions. Instructors who can coach plays or debate, who know how to make clever stage sets, who know how to "make up" student actors and actresses, who know how to conduct bands or orchestras, operettas or choruses, work out skits for stage presentation, handle stage illumination — these persons, just to suggest abilities in a few fields, are in constant demand on school faculties.

Avocations Needed by Teachers

It is not necessary to point out the increased value and prestige accruing to male school teachers who can serve the students as experts in athletic activities. A man who can "double" in history and baseball is usually preferred by school superintendents to one who knows history only. Even if the former person did not assist in coaching baseball he should, more often than not if other things were equal, be a more valuable man to the school than the latter because he probably would be more human and better in tune with the social program of the school.

This is a day when the man who lives a well-rounded life has a multitude of interests and enjoys many diversions. People have avocations as well as vocations, and their pursuit of these avocations is becoming more and more important and more closely conjoined with social progress. A good teacher should have hobbies, and by all means at least one hobby followed consistently with genuine amateur devotion. A teacher may be professional in teaching an academic subject and be successful, but it seems incredible that a teacher can assume a professional attitude in teaching a hobby in an activity period and accomplish anything worth while.

If every teacher in the country, in addition to being a good teacher in some academic subject, were an enthusiast and expert in some constructive, purposeful extracurricular subject, how much more wisely and profitably would the

next generation use its leisure! How different would be the students' interests in school if allowed time to do things they like to do under the guidance of such teachers! How much wider the influence of the educational program and how much more effective its results!

Training Teachers for Activities Programs

Courses are being offered now in colleges on the organization and direction of extracurricular activities. There is a widespread interest in the "activities period," and a general indorsement of the new social programs. It is necessary that administrators recognize the importance of extracurricular activities, but it is more important still that the classroom teachers realize that they must prepare themselves for a new kind of teaching. It is essential that normal schools and colleges engaged in the preparation of teachers point out to young men and women who expect to become teachers that their chances for success will be much greater if they prepare themselves to assist in the activities programs in the schools in which they expect to teach. They should be told that they will be expected to "double."

Superintendents have a right to expect teacher-training institutions to prepare new teachers to be better adapted to the new educational scheme which requires teachers to gain much of their hold on students outside the classroom. If schools of today are to develop recreational

fancies and hobbies and interests in boys and girls, then first of all these same fancies, hobbies, and interests must be developed in their teachers.

The training of these prospective teachers need not be directed to the end of having them acquire techniques in presenting or teaching these "extra" activities so much as it should encourage them to develop enthusiasms and ambitions to join in play and work with groups of boys and girls who, in the right circumstances, almost voluntarily, and out of sheer personal enjoyment pursue these activities. Personality and leadership are the most precious qualities to be found in the successful sponsors of extracurricular activities. By careful selection of candidates for teacher training, and by stressing the importance of the possession of an adequate repertoire of teaching instruments rather than mere technique, the progressive training school can render a most valuable service to the schools of tomorrow. This repertoire may not be considered complete even nowadays unless it contains numerous skills and abilities for use in extraclassroom, as well as classroom fields, for the fuller development of the socialized school.

It behooves teachers now in service, as well as those in training, to prepare to meet the demands of tomorrow, in a profession rapidly finding new and important instruments and tools for the more expeditious and effective shaping of its product.

DEFICIENCY IN STUDIES: A BASIS FOR EXCLUSION?

J. Harry Schad, D.Ed., LL.D.

One of the most timely topics of public-school administration is the question of the right of public-school authorities to exclude from school those students who are unable to make their grades. The increased pressure of mass education today has projected this subject to the fore. Some schoolmen maintain that exclusion on the aforementioned ground is legally and educationally justifiable. Another body of school opinion holds that instead of exclusion the remedy should be pupil-school adjustment in the general interest of the child and society.

The main issue has assumed pertinency by reason of a recent Ohio decision, *West v. Trustees of Miami University*, et al, 36 Ohio Law Bulletin 101, 181 N. E. 144. The court decided that a student in the public schools may be excluded for lack of proficiency in his studies. It is here purposed to discuss this decision and to compare it with previous cases in point.

Not many decisions involve this question, and they are all in jurisdictions having no direct statutory law on the subject, at least at the time of the case. The following cases, taken in connection with the previously mentioned Ohio case, seem to comprise, so far as the writer has been able to discover, all the judicial law on the subject.

Decisions of Other States

In the California case of *Miller v. Dailey*, 136 Cal. 212, 68 Pac. 1029 (1902), the faculty of the state normal school at San Jose sought to exclude the plaintiff in that case because in its judgment he would never be able to pass the course in practice teaching, there being a school rule that a student might be dropped because of poor scholarship. The Supreme Court of California held the attempted exclusion illegal, because the law did not give the local board the authority to make a rule of that nature. The court then went on to give its opinion on the right of teachers to anticipate a pupil's progress in school. In part it said:

"... What has been said is not to be understood as holding that the board could be compelled to grant the plaintiff a diploma in the face of the teachers' reports showing lack of proficiency, or other facts from which it would be evident that he was unfit to become a teacher. The question of the plaintiff's right now or hereafter to a diploma is in no sense involved. He asks only to be permitted to enjoy the right given him by the law to pursue his studies in the school, and this much we think may be secured to him by the writ. We do not think it within the power of the teachers to anticipate the results of the final examination, and to exclude a student from the privileges of the school at any time they may elect to do so, simply because in their judgment he will never make a successful teacher. . . ."

In a Minnesota case, *Gleason v. University of Minnesota*, 104 Minn. 359, 116 N. W. 650 (1908), the plaintiff was dropped from the rolls of the university because of poor scholarship. The exclusion was held illegal because the university authorities acted in violation of their own rules, permitting students to repeat courses in which they had previously failed. Apparently this plaintiff had such a poor scholastic record that the authorities thought it best for him to terminate his connections with the university. Although there were other facts involved and the case turned on a technical legal question, the court took occasion to say: "The petition admits that the relator was deficient in his work and not qualified to advance with his class; but it is also alleged that he had not violated any rule of the university. We do not feel at liberty to construe the resolution in this instance to mean that registration was refused upon the ground that the relator had not, in good faith, applied himself to his studies. 'Deficiency in his work' does not necessarily imply persistent inattention and failure to take advantage of his opportunities, and the fact that he was charged with insubordination does not warrant the in-

ference that he was guilty, or that he had proved himself in all respects unworthy to be retained as a student."

When Exclusion is Justified

The Supreme Court of Massachusetts, in the case of *Bernard v. Inhabitants of Shelburne*, 216 Mass. 19, 102 N. E. 1095 (1913), upheld the exclusion of a pupil from the freshman year of a high school, because he was below standard in his studies, upon a showing by the school authorities that the pupil was dismissed with instructions to attend another school in the village to secure better preparation to pursue high-school work. This case is not in point, of course, as no permanent exclusion seemed to be intended, and there was furthermore no showing that the pupil had originally entered with the proper qualifications prescribed by law. The decision does indicate that the court would not permit an arbitrary denial of a pupil's right to attend the public schools on the ground of mere deficiency in studies, although not denying the right of the school authorities to make reasonable rules pertaining to promotion and grading.

There is another Massachusetts decision, *Watson v. City of Cambridge*, 157 Mass. 561, 32 N. E. 864 (1893), where a pupil was dismissed because he was too "weak-minded" to keep up with the work of the school. The evidence in that case showed that in the opinion of his teachers and of competent physicians the pupil was so weak in mind as not to derive any marked benefit from instruction. Outside of that disability, he was troublesome and unable to take ordinary physical care of himself. Obviously, cases of this character have no place in this discussion, nor any bearing upon the educational and legal merits of dismissal for lack of scholastic proficiency.

Facts of Ohio Case

The facts in the case of *West v. Trustees of Miami University*, et al (supra), were as follows: Jean West was a freshman at the normal

school attached to Miami University at Portsmouth, Ohio, a public institution. She was dropped from school for one year for inability to obtain the required number of semester credits at the end of her first term and for further inability in the same direction at the end of a short probationary period granted her. The order of suspension was made final by the governing body of the school, and Miss West brought an injunction to enjoin exclusion. The injunction was granted by the lower court and the trustees appealed.

The appellate tribunal, in dissolving the injunction, maintained that the Board of Trustees of Miami University had authority to adopt rules and regulations affecting school procedure which included, by implication, the right to exclude for deficiency in studies; that, furthermore, the particular rule compelling students who were lacking in scholastic proficiency to withdraw for one year was a reasonable one.

The court said, in part: "Education is manifestly progressive, ability to properly approach a study of higher branches being necessarily predicated upon proficiency in the subjects leading up to them.

"The wisdom of the statutory entrance requirement is, therefore, obvious. But it is contended, that having once passed such requirements a student, though thereafter in the opinion of the governing body showing evidence of inability to progress with the normal student, must be permitted to continue unmolested as long as such students may desire. There are many reasons why such procedure would be harmful both to the student, the institution, and the student body—one of which is, that the higher branches of education are presented to the average student who is presumed to have reached an appropriate stage of maturity in mental development.

"With no reflection upon any student, it may become apparent upon entering into the work of a college or normal school that such normal stage has not been reached. A few months absence from the institution, permitting both natural maturing of the mental faculties as well as independent study in such supporting subjects as may be necessary, cannot help but be a benefit to the individual. On the other hand, it would not be reasonable to require that the progress of the great body of students, possessing average intellectual development, be retarded pending the acquisition by the individual student of the necessary proficiency to proceed."

May Pupils' Constitutional Right be Limited?

Space will not permit an extended statement of the court's reasoning, but an analysis of the case reveals that the court confused the statutory right given school bodies to determine entrance requirements with the authority of school administrators to regulate scholastic procedure. Unquestionably, under the Ohio law, school authorities have the right to make rules affecting school procedure, such as classification, passing grades, promotion, graduation, and the like, but certainly not the right to interfere with the pupil's constitutional right to an education through attendance in the public schools, even though he is backward in his studies. The law, in defining who is to be admitted to state institutions and upon what conditions, presumes that one who presents proper credentials for entrance and is admitted in accordance therewith has attained an appropriate stage of mental maturity to undertake the next higher stage of his education.

The court concluded the temporary dismissal for lack of proficiency in studies was reasonable because it affords the excluded pupil an opportunity for mental growth and independent study

in the interim. It is submitted that the soundness of the court's reasoning in this respect is questionable from both an educational as well as a legal point of view. What better place is there for a child to mature its mental faculties and pursue further study than in the school-room? Nature has not endowed all alike. Some will make good grades in school, others will fail to meet the requirements. But is the time spent in school a complete loss and a waste of effort? The elevating influences of school atmosphere, the contact with abler students, the formation of useful habits and attitudes are just as much a part of school life as the accumulation of credits. The very fact that a student has attained, for instance, a grading representing only 50 per cent rating is not indicative that one has failed to benefit by schooling. He has accomplished something, at least, that will better fit him to find his place in society and make a more useful citizen. It is far better that his time be spent within the school than without. As a matter of fact, it is highly commendable that the pupil appreciates the advantages of an education and is willing to fight for it.

A Prior Ohio Decision

In an earlier Ohio decision, *Brown v. Board of Education*, 8 Ohio Dec. S. & C. Pleas 378 (1899), the same question was litigated. This case never reached the upper Ohio courts, because the school authorities accepted the mandate of the lower court and never appealed. The facts here were as follows:

Minnie Brown, the plaintiff, was a student at a normal school maintained by the city of Cleveland for the preparation of those who desired to enter the teaching profession in Cleveland. She had been graduated from one of the local high schools with average grade of 80 per cent, and, possessing the qualifications for admittance to the normal school, was duly admitted as a student in September, 1898. In February, 1899, she was notified by the superintendent of public instruction by letter that she was expected to withdraw at the end of the current week because of her unsatisfactory standing at school. Miss Brown promptly brought an injunction to restrain the school authorities from dismissing her. The defendant board of education alleged that Miss Brown had pursued certain branches of study so poorly and unsatisfactorily as not to give promise of graduation so as to fit her for teaching. The answer further alleged that the board of education had the right to exclude her from the normal school if they deemed it best for the pupils remaining and the educational interests in their charge. The evidence disclosed that the normal school was crowded, that the supply of teachers was greater than the demand, and that it had been the policy of the board to meet this situation by asking a certain fraction of the students having the lowest grades to withdraw.

The Pupils' Superior Right

The court, in its opinion, said: "There is no right more sacred than the right to admission to the public schools of the state. Education is the bulwark of popular government. It is the ark of the covenant of our political faith. It is the hope of the nation. The duty of teaching and developing the youth is vested in the school authorities, and their discretion will not be interfered with by the courts unless plainly abused. But the right to be educated in the schools belongs to the people, and is vested in the law, over which no board of education has the discretion to interfere or not, according to its notions as to the future conduct of the pupil receiving instructions in the school. The law granting that right is superior to the board of education and superior to the courts. . . .

"The normal school is a grade in the public-

school system of Cleveland, and is maintained by the general tax of the people.

"The plaintiff was regularly admitted as a pupil therein; has done nothing to forfeit her right to attend school. So long as she complies with the reasonable rules and regulations of the defendants, she has the right to receive instruction in this normal school. Low standing in some of her class recitations is not a reasonable ground for her exclusion from the school, and the defendants are and have been since February wrongfully excluding her from the exercise of her legal rights as a pupil.

"The court wants it to be distinctly understood that it in no way attempts to dictate to the board of education as to qualifications which may be required from the pupils in its charge, or what classes they may be admitted to, or from what they may be excluded, so long as the regulation prescribed by the board was reasonable and right, and attending school is not interfered with."

The Better Decision

These two Ohio decisions are in direct conflict as to the main question under discussion in this paper, but the Brown case impresses the writer as being the abler decision and voicing the better law, certainly one that has found support in other jurisdictions.

Assuming for argument that a given court is wedded to the idea that a slow pupil making unsatisfactory grades retards the progress of other pupils and unjustifiably sacrifices their interests, it does not reasonably or logically follow that such a pupil can be excluded from school. The utmost that can be sanctioned on this ground is exclusion from the course or courses where the poor work is done. Many pupils vary in their aptitude for different subjects. To exclude from school for deficiencies in certain subjects is to sacrifice the talents of a pupil to his deficiencies, without gain to his classmates, and contrary to the object of state-supported institutions—"education and improvement in learning."

Take for example the case of Miss West whose exclusion from the Miami Normal School was approved in the case under consideration. Her mid-semester grade in Art Education 171 was B (good) and in Art Education 271, C (fair). Her grades in Education, English, and Geography were D (poor, but not failing). Only in a one-hour subject, music, did she fail and then with the right to a second examination. Her aggregate semester grades were one credit point better, although she failed music again and without reexamination privileges. In English she had advanced her grade from D to C, and in an additional course, Education 101-102, she had made a C plus showing. This record suggests that Miss West's course of study might have been lightened to advantage, but can it be seriously claimed that such a record, in the interest of other pupils, justifies exclusion from school? In English she had advanced from poor to fair—why should she be dropped from it? In Art Education she always was fair or better—why should she be denied instruction therein? That the standard of exclusion was experimental is suggested by the fact that the requirement recently had been lowered from 64 to 60 credit points for the year. Are not such experiments, products of mass education, hostile to the state's purpose in offering public education and to the development of the individual pupil? They are especially regrettable because they menace the future of democracy. One thing about the future is certain. The machine will give the masses more leisure. If this leisure is spent in study, democracy will be safe; otherwise, it will be endangered. This leisure cannot be spent in study, if deficiency in some studies is considered a valid reason for exclusion from all.

Income and Expenses of School Janitors

Walter Crosby Eells, Ph.D., Stanford University, Calif.

A modern school plant represents a large investment of public funds and contains complicated and expensive mechanical equipment. The care and preservation of this plant, as well as the economical operation of the mechanical equipment, rests upon the janitorial and mechanical force of the school.

Numerous studies have been made of the status, income, and expenses of teachers, but very little similar information is available concerning that other group so essential to a smoothly running school system, the janitorial force. In connection with a recent study of salaries and costs in the city of Fresno, California,¹ considerable information was collected regarding the janitorial and mechanical group, a brief summary of which may be of general interest.

Fresno, a city of 52,500 population, has approximately 500 teachers and principals, and an average daily attendance of 13,500 pupils in 31 schools. There are 75 members of the janitorial and mechanical staff. A detailed confidential personnel and financial blank was given to each of these, and usable returns were received from 91 per cent of the group, 63 men and 5 women.

Personnel Data

It was found that 56 were married, 8 were single, 3 were widows, and 1 was a widower. In age they varied from 20 to over 65, with an average of 49 years. They had an average of 2.0 children per family and of 1.3 other dependents, making a total of 3.3 dependents per family. Their median length of service in the schools was six years, ranging from 1 to 30 years.

Number of hours worked per week was reported as follows:

40-44 hours	12
45-49	3
50-54	21
55-59	13
60-64	9
"Over 64"	5
72	2
84	1

The 8-hour day was evidently observed by only a minority of the group. The average is approximately 55 hours per week.

With reference to home ownership, 40 or almost two thirds owned their own homes, with valuations varying from \$500 to \$7,500. The average value for the 28 men reporting on approximate valuation was \$2,650. Of the 40 homes, 15 were entirely paid for, while another 15 were less than half paid for.

For only 7 of the group was the wife also employed, 3 full time and 4 part time. The average income for the employed wife ranged from \$200 to \$970, with an average of \$601.

Fifty-five of the group owned automobiles, the Ford and Chevrolet strongly predominating.

The educational advancement of the janitorial force may be summarized thus:

Did not finish eighth grade	21
Finished eighth grade	25
Entered high school, but did not finish	10
Finished high school	6
One year of college	3

Annual Income

The average income from April 1, 1931, to April 1, 1932, reported for the entire group and the number reporting under each classification may be summarized as follows: (Averages are computed for the total of 67 reporting.)

Sources of Income	Number Reporting	Average Income for Entire Group
Regular salary for the school year	67	\$1,418

Extra compensation for evening-school work	9	8
Extra compensation from board of education (summer work, etc.)	20	61
Other earned income during school year	5	2
Other earned income during summer	3	6
Total earned income		\$1,495
All other income (Investments, gifts, interest, dividends, borrowings, etc.)	17	73

Total income from all sources... \$1,568

The group of 9 men doing extra janitor work in the night school received an average of \$53 each. The 20 doing other work for the board were almost all engaged for extra repairwork during the summer, for which they received an average of \$197 each. Other work during the summer was negligible. The income reported by 17 under the head of "All other" included interest, borrowings, income from cows and chickens, and similar items. It is evident that comparatively few of the janitorial force were able to supplement their regular income from sources other than the board of education, either during the school year or in the summer vacation.

Annual Expenses

For the same one-year period as covered by income, reports were made for expenses under 20 different classifications. Averages for the entire group are reported below:

Food	\$504
Housing	147
House operation	214
Clothing, personal	51
Clothing, other	100
Health	58
Dependents	34
Gifts	19
Cultural	16
Professional	9
Associations	5
Church	16
Charity	12
Automobile	164
Recreation	24
Taxes, local	44
Savings	124
Interest	11
Incidentals	29
Miscellaneous	31

Total\$1,612

THE PIONEERS

Frances Wright Turner

Do we do as well as they used to do
With what they had to use?
Do our wonderful schools all over the land
Our modern minds infuse
With the will to work, with a goal to reach
To gain the topmost rung
Of the ladder they had in all their dreams —
Our sires — when they were young?

Do we do as well as they did then
By candle and fire-light,
When they made each thing they ate and wore,
Toiling from dawn till night?
Do we learn as much, with so much to learn,
In these red-tape modern ways,
As our grandfolks did so long ago
In those old red schoolhouse days?

Do we do as well as our forebears did,
In these luxury-haunted days?
Do we get their marvelous strength of soul
While treading this maddening maze?
It seems to me that the old-time folks,
In the old-time ways they trod,
Were a little stronger, a little sweeter,
And a little nearer God.

The chief items of the janitorial budget, both income and expenses, are summarized in Figure 1. These are strikingly different from similar

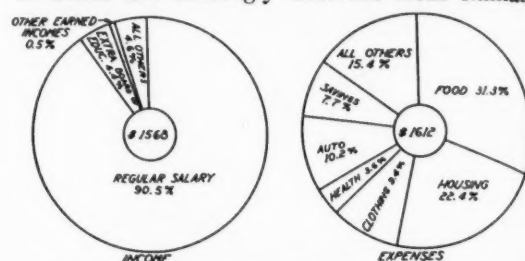


FIG. 1. CLASSIFICATION OF THE INCOME AND EXPENSES OF THE JANITORIAL AND MECHANICAL STAFF OF THE FRESNO SCHOOLS

summaries which were made for Fresno teachers. The necessities of life, food and shelter, absorb over half of the workingman's salary, but less than a third of a professional man's salary.

The Average Janitor

The average Fresno janitor is a man about 50 years of age, married, with two children, who has lived in the city for 12 years and has worked in the city schools for 6 years. He works about 55 hours a week, or 9 hours a day. He owns a home worth \$2,600 which is partially paid for, and also an automobile. He has about an eighth-grade education. He has an annual income of \$1,568, 95 per cent of which comes from the board of education. Over half of his income goes for food and housing for himself and family.

EQUALITY OF SCHOOL OPPORTUNITY THROUGH STATE AID

The several states of the Union have been slow to provide revenues for the support of a general education despite the expansion of schools and the elevation of educational standards during the past thirty years.

Mr. Timon Covert, specialist in school finance in the U. S. Office of Education, has recently issued a statement, showing that five states provide as much as one third of the total school revenue. One state in 1930 provided as much as 50 per cent of the revenue, while twenty provided less than 10 per cent.

Many experiments have been tried out in states for apportioning funds. A number of studies have been made and they emphasize the importance of equalization principles in state-aid systems. The necessity of raising funds to furnish educational opportunity by local taxes has been tried, and there remains the necessity of providing adequately for the supervision and control of all the schools or for their administration by the state education department.

North Carolina is the second state which has undertaken the responsibility of raising sufficient revenue to finance the major portion of the educational program and to apportion it according to a scientific plan through state channels. Delaware, ten years ago, enacted legislation establishing a minimum educational program. New York has a well-established plan, which levies no special state school tax, but provides appropriations to meet the needs of the state-aid program from the general fund. Maryland has a program featuring a minimum salary schedule, and provision for 160 days of schooling in colored schools and 180 days in white schools.

Other states which have enacted legislation for educational subsidies are Arkansas, Missouri, Alabama, Mississippi, Georgia, Louisiana, South Carolina, Oklahoma, Kentucky, Utah, Virginia, and Michigan.

¹Walter Crosby Eells, *Salary and Cost Study of Fresno Schools*, Fresno, California, May, 1932, Chapter VI.



MARTHA WILDER ELEMENTARY SCHOOL, JOHNSON CITY, TENNESSEE
Coile and Cardwell, Architects, Johnson City, Tennessee.
Wm. B. Ittner, Consulting Architect, St. Louis, Missouri.

The Johnson City, Tennessee, Building Program

C. E. Rogers, Superintendent, Johnson City Schools, and Wm. B. Ittner, St. Louis, Consulting Architect

The building program of the Johnson City, Tennessee, school system was inaugurated March 6, 1929, by the board of education which was composed of the following:

W. B. Miller, President H. C. Miller
H. M. Burleson, Secretary J. H. Preas, Jr.
Mrs. J. E. Crouch Mrs. J. A. Summers
C. E. Rogers, Superintendent

A bond issue of \$300,000 had been authorized for Johnson City by action of the legislature, subject to approval by a vote of the people. The issue was approved by a substantial majority at an election called specifically for the purpose. The board of education, under date of March 6, 1929, requested the city commission to authorize the expenditure of \$300,000 for the following buildings and grounds:

Addition to the Science Hill High School...	\$31,250
Addition to South Side Elementary School..	31,350
New Elementary Buildings—	
Columbus Powell School	74,000
Martha Wilder School	88,650
West Side School	74,750

In the fall of 1928, the superintendent of schools presented the following report to the board of education:

"Below will be found a table showing the status of the Johnson City public schools with reference to the buildings. It will be noted that the two oldest buildings in the system are the Columbus Powell and the Martha Wilder buildings, both of which were constructed more than 35 years ago. West Side was erected 21 years ago.

"Particular attention is called to the column showing excess enrollment. This column shows that the number enrolled is larger than the capacity of the buildings for all the white schools except two. One of these two is the Science Hill High School where the enrollment is within 13 of the maximum capacity of the building. The other is the junior-

high-school building which has a capacity of 113 over the present enrollment. It should be kept in mind, however, that beginning January 23 the enrollment at the junior high school will be more than 100 larger and that the enrollment at the Science Hill High School will be about 25 larger.

"The greatest excess of enrollment over capacity is found in the West Side building where there are

191 more children enrolled than the capacity of the building. In other words, the excess of enrollment over capacity is 38 per cent of the capacity of the building. However, other buildings are even more crowded, considering size, than the West Side School. In the Keystone School, the excess of enrollment over capacity is 134, or almost 50 per cent of the capacity of the building. The excess in the



A FIRST GRADE GROUP, MARTHA WILDER ELEMENTARY SCHOOL, JOHNSON CITY, TENNESSEE
Coile and Cardwell, Architects, Johnson City, Tennessee.
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WEST SIDE ELEMENTARY SCHOOL, JOHNSON CITY, TENNESSEE
D. R. Beeson, Architect, Johnson City, Tennessee.
Wm. B. Ittner, Consulting Architect, St. Louis, Missouri.



WEST SIDE ELEMENTARY SCHOOL, JOHNSON CITY, TENNESSEE
D. R. Beeson, Architect, Johnson City, Tennessee.
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enrollment of the Columbus Powell School is almost 40 per cent of the capacity of the building. In the white schools, the total excess of enrollment over capacity is 618. This is about 16 per cent of the pupil capacity of the white school buildings.

School	Year Built	Pupil Capacity	Enrollment to Date	Excess Enrollment over Capacity
Science Hill.....	1914	400	387	- 13
Junior High	1922	900	787	-113
Columbus Powell...	1890	431	582	+151
Keystone	1922	278	412	+134
Martha Wilder	1892	434	541	+107
North Side	1922	452	585	+133
Pine Grove	1922	140	140	—

South Side	1917	322	350	+ 28
West Side	1907	500	691	+191
Totals — White		3,857	4,475	+618
Langston	1895	216	163	- 53
Douglas	1922	153	84	- 69
Dunbar	1907	174	238	+ 64
Roan Hill.....	no building publicly owned		34	+ 34
Totals — Colored		543	519	- 24
Totals — All		4,400	4,994	+594

About six months after the superintendent's report was submitted, the board of education adopted a resolution to employ Mr. Wm. B. Ittner, of Saint Louis, Mo., as consulting arch-

itect and engineer when the bond issue was authorized by the people. Three firms of local architects were selected later to work with the consulting architect: Mr. D. R. Beeson, Messrs. Coile and Cardwell, and Mr. C. G. Mitchell.

The building program was carried out by the board of education and the board of mayor and commissioners, the latter board having legal authority in all matters of contract, the disbursement of funds, etc.

At the beginning of the building program, the board of mayor and commissioners was composed of: Mayor W. J. Barton; Commissioners H. F. Anderson, W. O. Dyer, S. T. Moser, Frank Taylor. Soon after the program was started, the



COLUMBUS POWELL ELEMENTARY SCHOOL, JOHNSON CITY, TENNESSEE
D. R. Beeson, Architect, Johnson City, Tennessee.
Wm. B. Ittner, Consulting Architect, St. Louis, Missouri.

personnel of the board of mayor and commissioners was changed and the following officials served until the program was completed: Mayor W. B. Ellison; Commissioners H. F. Anderson, W. O. Dyer, J. C. Laher, S. T. Williams.

The size and cost of the various improvements are shown below:

Building	Area in Cubic Feet	Total Cost	Cost per Cubic Feet
Additional Units			
Science Hill High School	206,376	\$47,961.60	23.2
South Side Elementary School	113,610	27,072.24	24.0
New elementary buildings			
Columbus Powell ..	344,118	80,804.94	23.5
Martha Wilder	344,796	82,057.35	23.8
West Side	315,352	80,594.43	23.5

The new unit at the Science Hill High School consists of three floors, the first of which is divided into a combination shop and drawing room, a supply room, and a drying room. The second floor is divided into four classrooms. The third floor is devoted to the commercial department and consists of rooms for instruction in shorthand, typewriting, bookkeeping, bank accounting, and office practice.

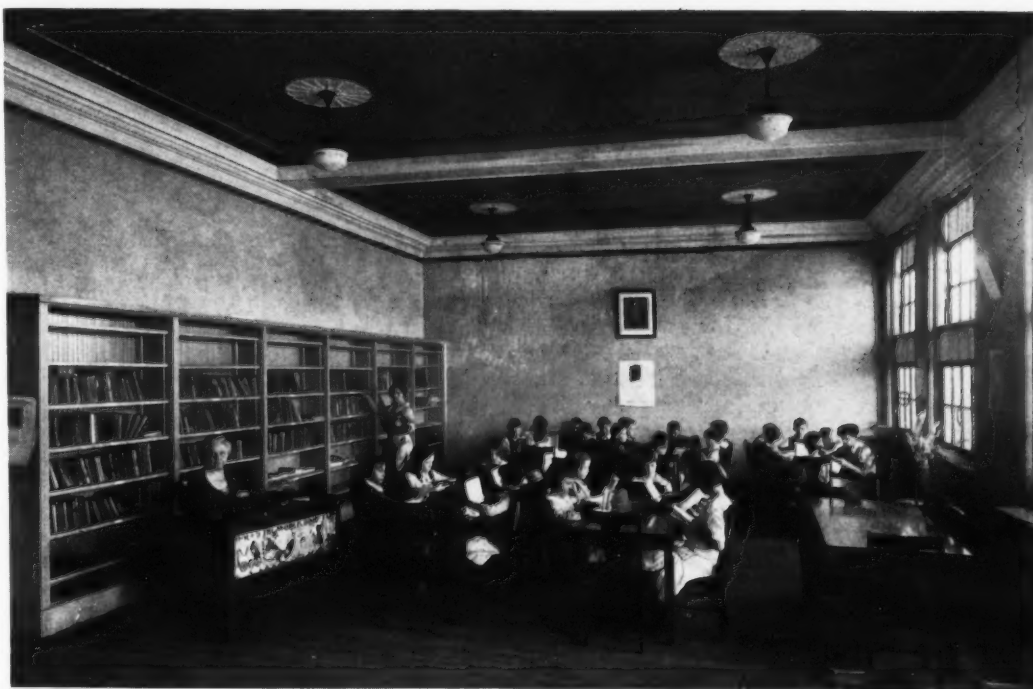
The new unit at the South Side Elementary School consists of two floors of two classrooms each, a room for the health clinic, a teachers' restroom, etc.

The new Columbus Powell, Martha Wilder, and West Side elementary buildings are practically identical as to interior plans. Each has eight classrooms, an assembly room, a library, a clinic, an office, a teachers' restroom, a kitchen, a projection room, a janitor's room, and four toilet rooms.

All the new buildings are semifireproof and arranged for future expansion. The heating plants are the most modern type. In all the new buildings, the Austral windows are used as standard equipment.

The board of education and the public generally feel that Johnson City has in these improvements modern and economic housing provisions ample for a period of several years.

The plans of the West Side Elementary School which are typical of the three new buildings enables expansion to an ultimate capacity for 840 pupils and provides facilities for an enriched elementary curriculum. The facilities provided include a kindergarten; 16 class-



LIBRARY, COLUMBUS POWELL ELEMENTARY SCHOOL, JOHNSON CITY, TENNESSEE
D. R. Beeson, Architect, Johnson City, Tennessee.
Wm. B. Ittner, Consulting Architect, St. Louis, Missouri.



WOOD SHOP, SCIENCE HILL HIGH SCHOOL, JOHNSON CITY, TENNESSEE
Coile and Cardwell, Architects, Johnson City, Tennessee.
Wm. B. Ittner, Consulting Architect, St. Louis, Missouri.



A FIRST GRADE GROUP, WEST SIDE SCHOOL, JOHNSON CITY, TENNESSEE
D. R. Beeson, Architect, Johnson City, Tennessee.
Wm. B. Ittner, Consulting Architect, St. Louis, Missouri.

rooms, a library, a class auditorium and music room, a nature-study room, a handwork room, and a combination auditorium-gymnasium with lunchroom kitchen. The administrative rooms include a principal's office, a health room, and teachers' and pupils' restrooms.

SCHOOL COSTS AND THE PUBLIC

The school authorities here and there find it expedient to combat false notions regarding the question of school finance and maintenance of educational standards. Thus the school officials of Shorewood (a suburb of Milwaukee), Wis., has issued a public statement in which the following timely observations are recorded:

"The duty imposed upon every member of our school board requires, at all times, the maintenance of our school standards, by acquiring and preserving the necessary means for educational efficiency, at as low a cost of operation, as is consistent with true values and dependable management. It has taken years of conscientious effort to organize and develop the present high standard of our schools for the permanent benefit and welfare of our Shorewood children.

"Because of the present economic depression, certain apparently well-meaning individuals seem to take it for granted that considerable

money can be saved for the taxpayers of Shorewood through a substantial reduction of school expenditures.

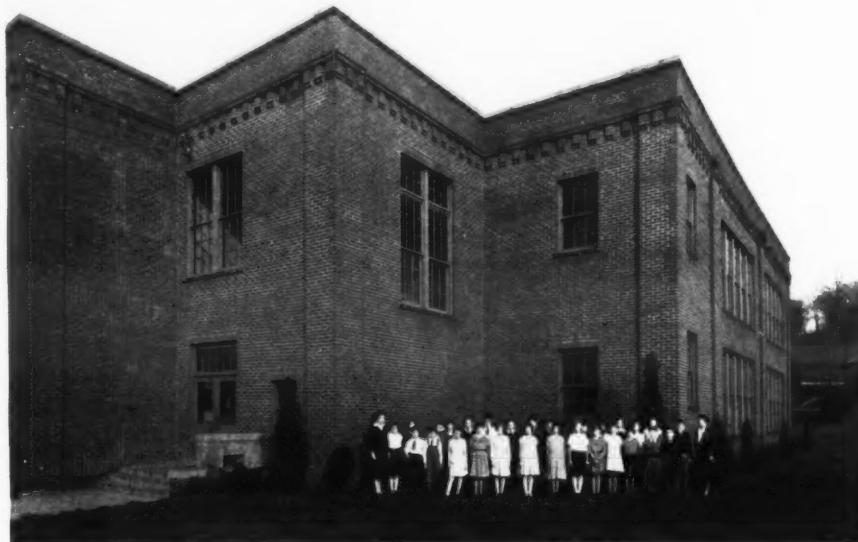
"Constant effort to reduce operating costs without sacrificing school morale and efficiency, has become an established habit in Shorewood. Extracurricular activities, encouraged and promoted through parent-teacher cooperation, are financially self-sustaining and are not paid out of tax money.

"Effective and enduring school equipment represents real economy. Every school dollar is being consistently supervised, so as to bring full value in return. A modern and efficient accounting system provides complete and accurate records of all transactions. Comprehensive reports covering school affairs are issued periodically for your information.

"Shorewood can afford to pay as much for education as any other community in its class, but cannot afford to pay less, unless it is willing to jeopardize its present educational advantages.

"Sincere, helpful, and constructive ideas and suggestions regarding school affairs, as well as letters of criticism or complaint, are always welcomed by the school board, provided they are justified and based upon actual facts.

"For the benefit of those who are not informed, there are no 'rubber stamps' or 'yes men' on the Shorewood school board. Every member, a taxpayer of long standing, is respon-



SOUTH SIDE SCHOOL ANNEX, JOHNSON CITY, TENNESSEE
C. G. Mitchell, Architect, Johnson City, Tennessee.
Wm. B. Ittner, Consulting Architect, St. Louis, Missouri.

sible for his own thoughts and actions and can be depended upon to serve the school district in good faith, according to his understanding of its problems."

PHILADELPHIA FINANCES SATISFACTORY

Philadelphia, Pa. The committee on finance of the board of education has issued a statement on school finances for the year ending June, 1932, covering (1) the present financial status of the school district, (2) the status of the loan trust fund, and (3) the present tax payment status. At the close of 1931, there was a shortage of \$1,662,077, of which \$1,051,922 was provided for in March, 1932, leaving \$610,154 to be taken care of, the principal part of the remaining deficit being in miscellaneous reports.

Attention was called to the fact that the delinquent tax collections for the year 1932 would reach \$339,757 in excess of what they were for 1931, but that amount will be reduced by the sum of \$42,766, the said amount being a lesser sum of miscellaneous receipts from all other sources, collected during 1932 than in 1931, leaving the next excess of miscellaneous receipts for 1932 over 1931, at \$296,990 at the end of May, 1932.



A FIFTH GRADE GROUP, SOUTH SIDE SCHOOL, JOHNSON CITY, TENNESSEE
C. G. Mitchell, Architect, Johnson City, Tennessee.
Wm. B. Ittner, Consulting Architect, St. Louis, Missouri.

A Modernistic Building for a Modern School

Unique Ideas Introduced into Plan of Washington, Pa., Junior High School

The recent development of the junior high school has brought with it interesting new types of school buildings and has developed some rather unique adaptations of older ideas in school planning to the new types of organization and the new ideals of school management. A building which reflects a distinctly useful and interesting local development of a junior high school is the Washington Junior-Senior High School at Washington, Pa. Both the superintendent of schools, Mr. Meyers B. Horner, and the architect, Mr. Edward B. Lee, of Pittsburgh, who were responsible for the educational and the building planning respectively, decided to throw precedent into the wastebasket and to develop this building wholly on the basis of the needs of the school as a living organism and modified by the peculiarities of the site, etc.

The Washington Junior-Senior High School occupies a sloping site typical of the hilly residence neighborhoods found in most Pennsylvania cities and towns. The building occupies a lot 230 by 323 by 229 ft., facing three streets. The ground slopes down 21 ft. from the front of the building along the 323 ft. side of the lot.

The building measures 180 ft. on the front and is 244 ft. deep. It is four stories high without basement on the front and three stories high, with the basement entirely above the street level, at the rear.

The architectural style adopted is American Modernistic and depends entirely for its effect

upon the simple mass and composition of the building, with its rows of windows arranged in patterns and its dominating vertical lines. The exterior walls are faced with cream-white Darlington brick, with Bedford limestone trim around the entrances, stair hall, windows, and copings. A feature of the Jefferson Avenue front is the smokestack, the top of which is treated with black brick, in pattern on a gray field, the idea being to anticipate the usual fouling of the stack by smoke and soot. The entire building is extremely effective in its simplicity and evident economy by the use of permanent but pleasing materials.

The building is entirely fireproof. The floors and interior framing are reinforced concrete, except the top floors which are framed on structural-steel columns and beams. The roof of the

auditorium-gymnasium is also carried on steel beams.

The interior of the school is planned in the shape of a huge "U," with corridors immediately surrounding a large combination auditorium-gymnasium facing the four sides of the exterior.

The auditorium-gymnasium is a combination room which can be divided into three separate units and which may at the same time be used as one great auditorium or gymnasium. The room has a total seating capacity of 2,360 when it is opened up entirely, and can be used as a general community auditorium, etc. When separated into its three component parts by the closing of the large steel folding doors, it can be used as a school auditorium, with approximately 1,000 seats, a boys' gymnasium with approximately 800 seats in the elevated portions at the sides, and a girls' gymnasium. The room is lighted from above by means of seven large skylights. The ceiling is treated with a new acoustical material that eliminates all echo and reverberation. The material has been painted a silver color in an effective way. The electric lighting of the

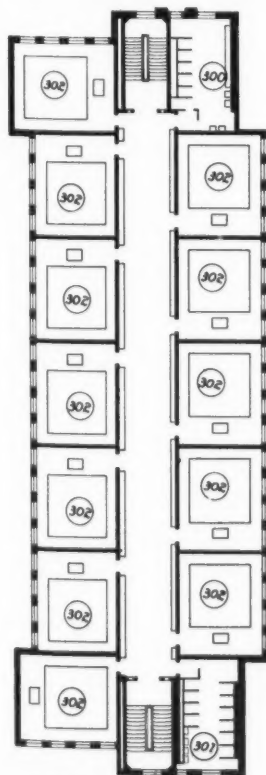
KEY: SECOND FLOOR

- 200—Classroom
- 201—Library
- 202—Girls' Toilet
- 203—Shorthand Room
- 204—Typewriting Room
- 205—Junior Business Practice
- 206—Bookkeeping Room
- 207—Choral Room
- 208—Physics Laboratory
- 209—Science Lecture Room
- 210—Chemistry Laboratory
- 211—Biology Laboratory
- 212—Men Teachers' Room
- 213—Boys' Toilet
- 214—Projection Room

KEY: THIRD FLOOR

- 300—Boys' Toilet
- 301—Girls' Toilet
- 302—Classroom

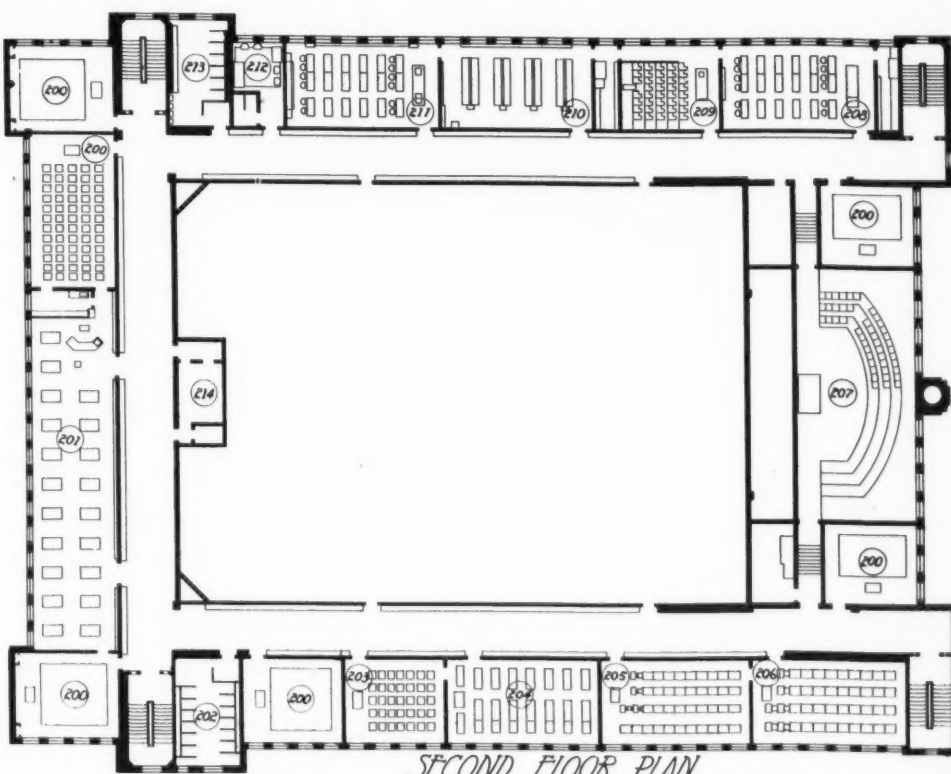
Fourth Floor Plan same as Third Floor Plan.



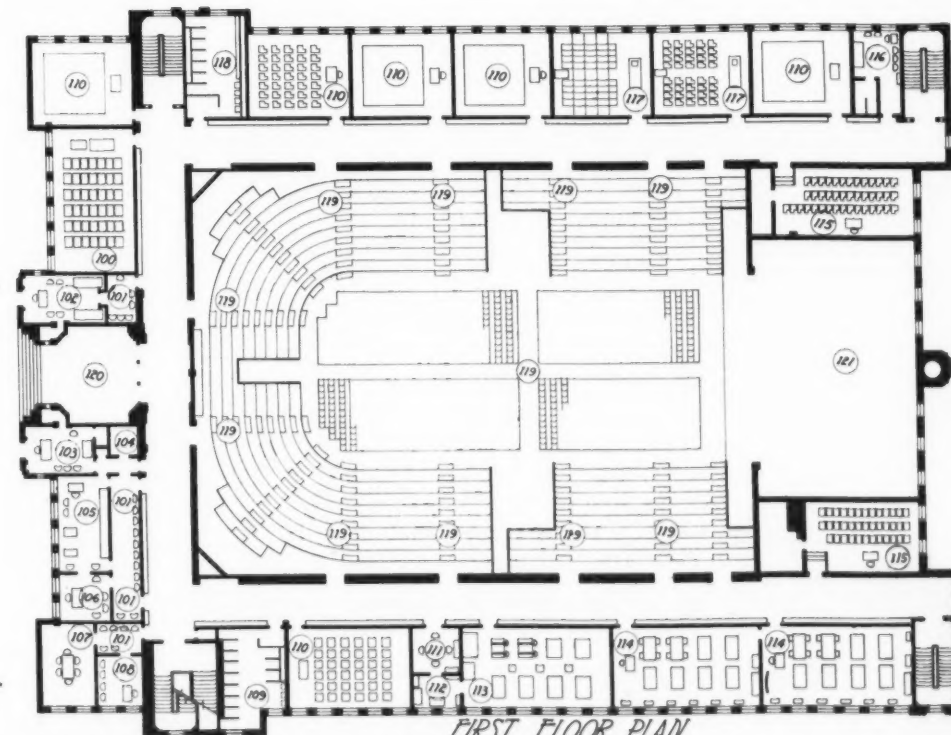
THIRD FLOOR PLAN

KEY: FIRST FLOOR

- 100—Art Room
- 101—Reception Room
- 102—Advisor to Girls
- 103—Principal
- 104—Vault
- 105—General Office
- 106—Vice Principal
- 107—Conference Room
- 108—Vocational Counsellor
- 109—Girls' Toilet
- 110—Classroom
- 111—Dining Room
- 112—Kitchenette
- 113—Cooking Room
- 114—Sewing Room
- 115—Student Society
- 116—Women Teachers
- 117—General Science
- 118—Boys' Toilet
- 119—Auditorium
- 120—Foyer
- 121—Upper Part of Stage



SECOND FLOOR PLAN

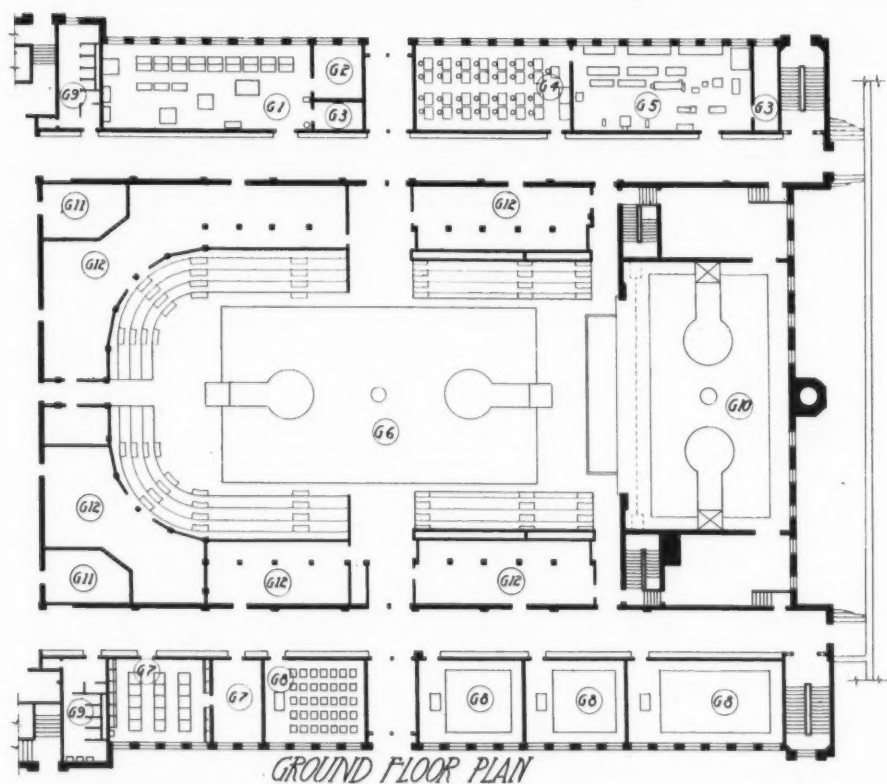


FIRST FLOOR PLAN

FLOOR PLANS, WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, WASHINGTON, PENNSYLVANIA
Edward B. Lee, Architect, Pittsburgh, Pennsylvania.

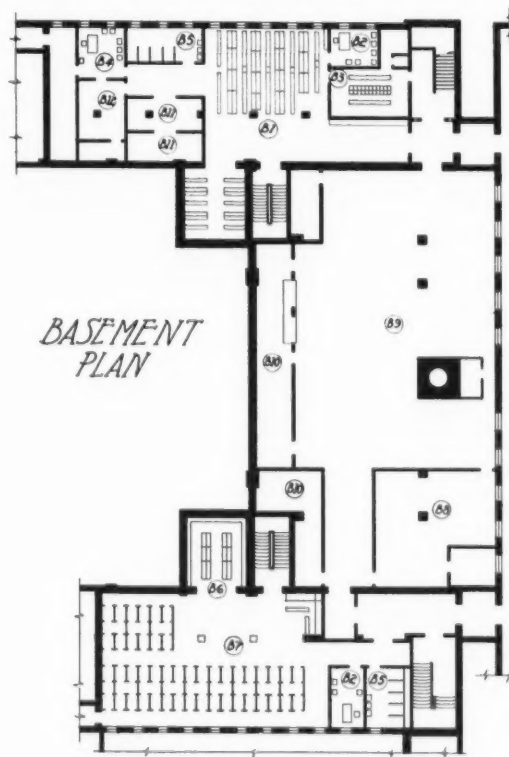


WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, WASHINGTON, PENNSYLVANIA
Edward B. Lee, Architect, Pittsburgh, Pennsylvania.



KEY: GROUND FLOOR

- | | |
|----------------------|---------------------------------|
| G.1 — Woodshop | G.7 — Book Storage Room |
| G.2 — Finishing Room | G.8 — Classroom |
| G.3 — Toolroom | G.9 — Toilet |
| G.4 — Drafting Room | G.10 — Platform and Girls' Gym. |
| G.5 — General Shop | G.11 — Cloakrooms |
| G.6 — Gymnasium | G.12 — Storage Rooms |



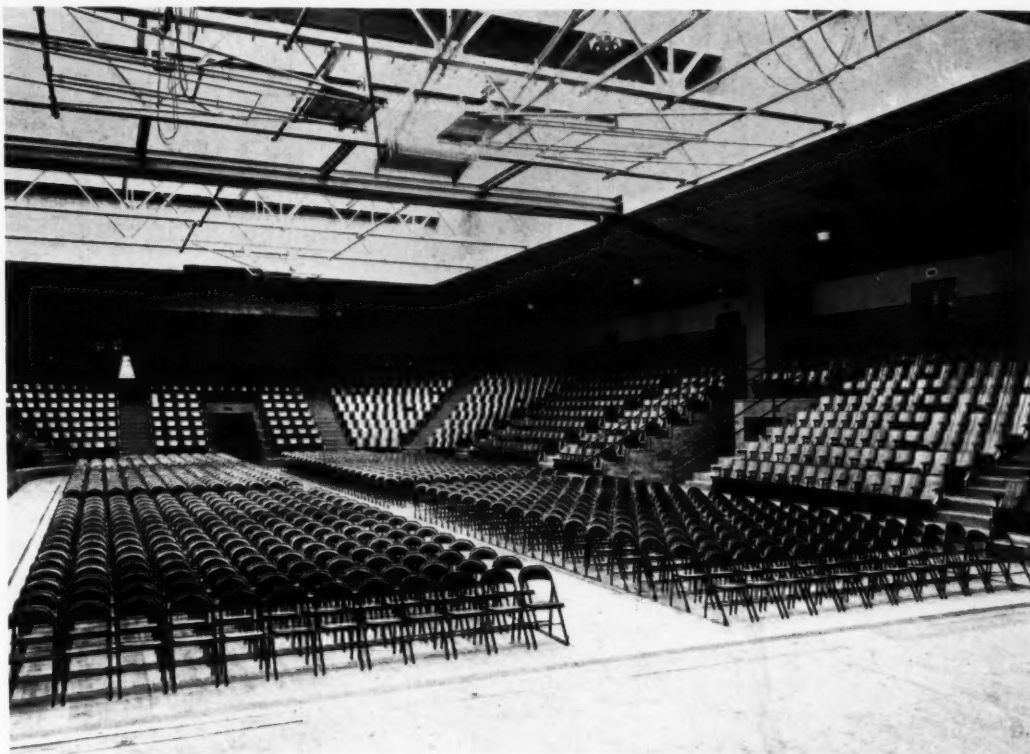
KEY: BASEMENT FLOOR

- | | |
|-----------------------------------|------------------------------------|
| B.1 — Boys' Locker Room | B.7 — Shower Room |
| B.2 — Office | B.8 — Kitchen |
| B.3 — Visiting Team's Locker Room | B.9 — Cafeteria |
| B.4 — Coach | B.10 — Kitchen and Serving Counter |
| B.5 — Toilet | B.11 — Shower and Drying Room |
| B.6 — Basket Storage | B.12 — Rubbing Room |

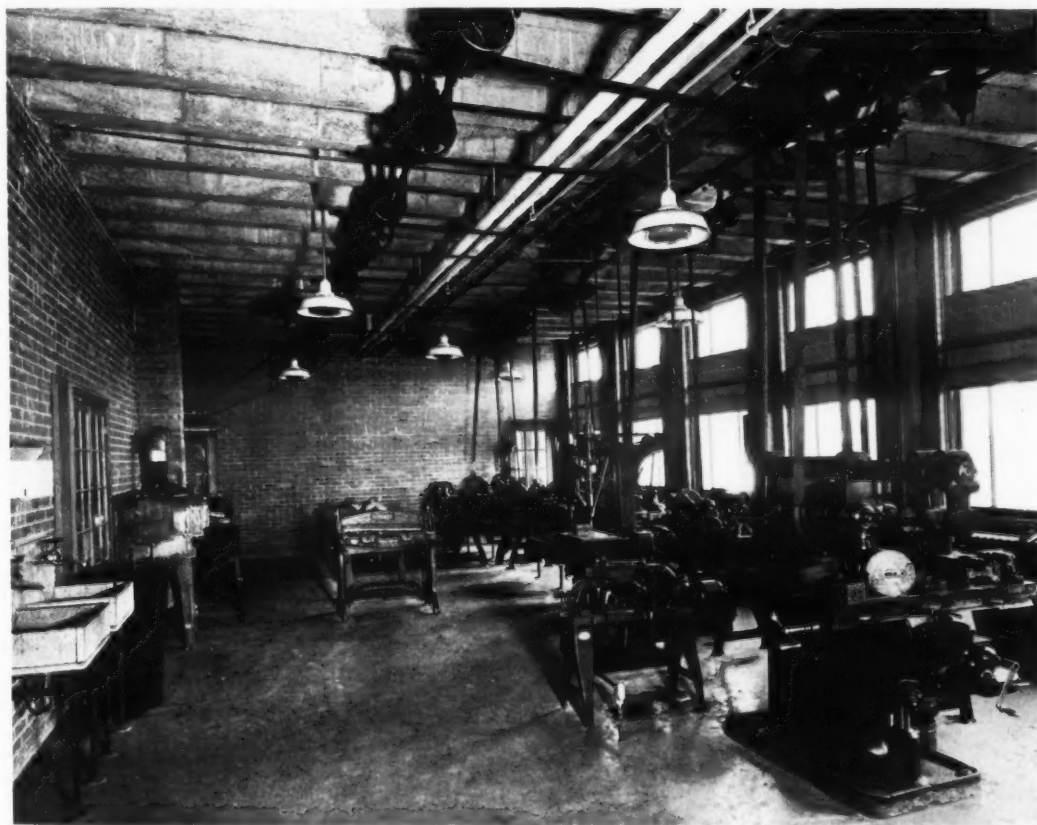
WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, WASHINGTON, PENNSYLVANIA
Edward B. Lee, Architect, Pittsburgh, Pennsylvania.

room has been so designed that during the playing of games the floor can be strongly lighted. When the room is used for general auditorium purposes, a general diffused light is provided. When exhibition games are played, the front and middle sections of the room can be opened up so that fully 1,500 persons may be seated in the elevated seats. The stage is fitted with an asbestos curtain and ample scenery for ordinary school purposes. A booth for motion pictures is provided at the rear of the room.

The arrangement of the several floors and the relation of departments and rooms may be well understood from the accompanying floor plans. The sub-basement, which occupies only a small part of the building at the rear, is entirely limited to the heating apparatus and mechanical equipment. The basement includes a cafeteria and the various special rooms for the physical-education department. The ground floor includes the main auditorium floor, the stage, and various classrooms, shops, drafting rooms, etc. The first floor, so called because it is on a level with the street at the front of the building, includes the classrooms, domestic-science department, etc. The second floor contains classrooms, laboratories, music room, commercial departments, etc. The third floor contains twelve academic classrooms. The fourth floor is a duplicate of the third and is at present unfinished.



AUDITORIUM, WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, WASHINGTON, PENNSYLVANIA
Edward B. Lee, Architect, Pittsburgh, Pennsylvania.



MACHINE SHOP, WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, WASHINGTON, PENNSYLVANIA
Edward B. Lee, Architect, Pittsburgh, Pennsylvania.

In designing the building, the architect had in mind not only the departmental development of the various instructional activities, but also the important problem of reducing the circulation between departments. The shops and other rooms which cause noise or odors have been carefully segregated. So, too, departments which require materials to be brought in from the outside have been located adjoining special entrances. Rooms and departments requiring water and drainage services have been arranged in stack form. Heavy and noisy machinery has been segregated and kept on the lowest possible floor.

The corridors of the building are finished in terrazzo with base and border. The walls and ceilings are plastered, the classroom floors are wood, the laboratory and workroom floors are in asphalt mastic tile. The shops are finished in factory style with brick walls, exposed cement beams, and hardened cement floors. Wood trim

has been reduced to a minimum and has been replaced by metal where any fire danger whatever is involved.

The building is designed for an ordinary capacity of 1,750 to 2,110 pupils. It is expected that this number can be considerably increased by the usual program adjustments.

The building contains 2,451,000 cubic feet and was erected at a cost of 26.6 cents per cubic foot. The contract was awarded October, 1930, and the building was substantially completed January 1, 1932. The contracts were: general contract, \$479,026; heating and ventilation, \$108,765; plumbing, \$35,144; electricity, \$38,887.

The educational planning of the building was done by Supt. Meyers B. Horner; the general program was developed by C. L. Woolridge, Inc., consulting engineers on schoolwork; the architect was Mr. Edward B. Lee of Pittsburgh; and the local supervising architect was Mr. H.

L. Heilman, of Washington, Pa. Every detail of the building was approved by the Pennsylvania State Bureau of School Building, and exits and stairs by the State Department of Labor and Industry.

FINANCING TEACHERS' SALARIES IN ADVANCE OF REVENUES

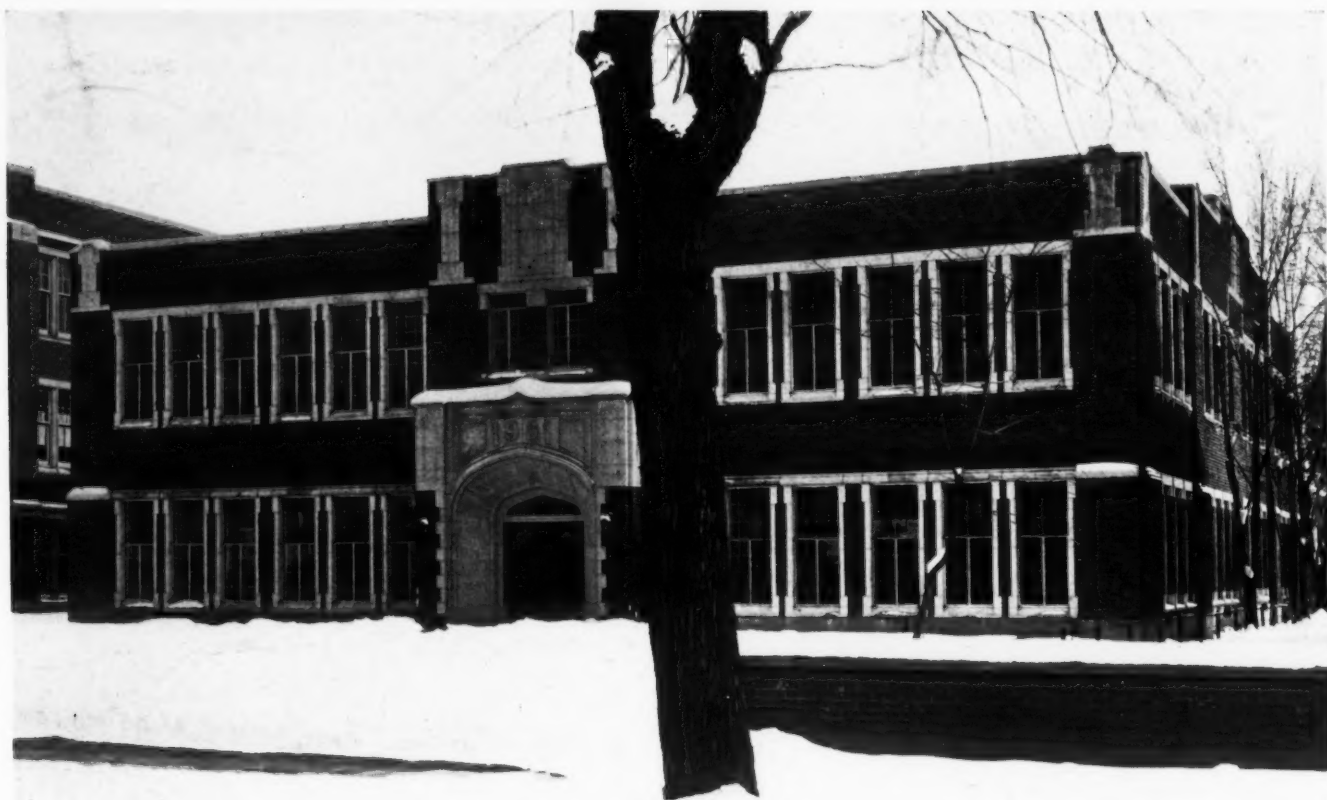
Lee D. Singleton, Superintendent of Schools, Lavonia, Georgia

When the Lavonia schools opened in September, 1931, we had practically no available funds for teachers' salaries, and would have no more until January 1, 1932. The problem of paying the teachers before this second date was put to a mass meeting of citizens on the first day of September, and was finally solved by adopting the following plan suggested by one of the patrons.

A group of public-spirited citizens volunteered to take the teachers into their homes and board them free of charge from one to four weeks. The average time was two weeks in each home. The amount the teachers were to pay for board at their regular boarding places was to be deducted by the school-board treasurer when pay day finally came. Two teachers were always invited to go together. The invitations were sent to the superintendent of schools, and he paired them for homes where they and the hosts would be best suited.

The plan worked well. The teachers became better acquainted in the community, and the hosts became much better acquainted with the schools and more interested in them. The visits were short enough so that both sides were satisfied. The teachers had ample time to move on Saturdays. The school board paid the teachers a small part of their regular salary at the end of each month so as to enable them to meet current living expenses other than board and room. When tax money came in the first of January, the teachers were paid the back balances on their salaries except for subsistence cuts. The hosts were people who felt they could afford to make the donations involved. The teachers were not forced to carry the deficit. The budget was balanced. Taxpayers were not taxed for high interest charges on temporary loans.

All parties concerned, except perhaps the boarding-house keepers, were so satisfied, that the plan will probably be followed this fall.



HIGH SCHOOL ANNEX, LA PORTE, INDIANA
George W. Allen & Sons, Architects, La Porte, Indiana.

Housing the High-School Overflow

Cornelius Abbott, Vocational Director, La Porte, Indiana

The rapid growth of the La Porte High School made it necessary, in 1930, for the board of education to promote an immediate building program. In 1920 the enrollment of the school had been 334; in 1930 it was 860, and there was evidence that the rate of growth would continue for several years.

The original high school which is comfortable and satisfactory in every respect except size, was erected to accommodate 800 students. The overcrowded condition in 1930 made itself felt especially in the lack of study space and in the noisy condition of the vocational shops, the

commercial department, and the music room. It was foreseen that by the beginning of the school year 1931 the enrollment would be nearly 1,100, and that the overcrowding and noise would be aggravated. As a matter of fact, the student body grew as expected, and it was necessary in the fall of 1931 to send nearly 400 students out of the building during their study periods.

A careful survey of the situation developed the fact that an annex to house the shops, and the commercial and music departments would solve the problem for some years to come.

Early in July, 1931, the board of education

let the contract for the new annex, to occupy a vacant site adjoining the high-school building. The two buildings are connected by a closed passageway which permits free travel of the students.

The annex measures 71 by 217 ft. and is two stories high. The second story is 78 by 91 ft. and is arranged to house the commercial and music departments. The music room, which is thoroughly treated for good acoustical effects and has soundproof walls, is arranged to seat 250. An additional music room can be divided by means of soundproof folding doors into three recitation rooms, each seating 20 students. The music department is fitted also for various school clubs and for general social center use. The commercial suite has a classroom between the bookkeeping and the typing rooms.

The front of the first floor has a large drafting room, a standard classroom, and a lecture room. The last mentioned is fitted with a motion-picture machine and stereopticon lantern and serves all the departments of the school which use the visual-education method. Adjoining the corridor which leads to the main high-school building there is an office and a large stockroom.

The shops occupy approximately three fourths of the entire first floor. They include a printshop

(Concluded on Page 83)



FLOOR PLANS, HIGH SCHOOL ANNEX, LA PORTE, INDIANA
George W. Allen & Sons, Architects, La Porte, Indiana.



DRAFTING ROOM, HIGH SCHOOL ANNEX,
LA PORTE, INDIANA

Public-School Auditing Practices in the United States

Jay L. Chambers, Muskingum College, New Concord, Ohio

In the May, 1931, issue of this magazine the writer proposed thirteen governing principles for use in setting up a complete accounting system for the public schools of a state. Two of these principles dealt with local administration of schools. They are quoted here for the reader's convenience.

"1. The feeling of local responsibility for the efficient and economic administration of all funds should be preserved and encouraged.

"2. The accounting system should make state supervision and inspection (of accounts) a minor factor rather than a major one."

Since the publication of the May article the author has received a number of letters from school administrators, including a few from state departments of education, relative to the application of the entire set of principles. Practically all the communications, regardless of whether they were complimentary or otherwise, suggested that these principles be further developed and applied to present situations.

In recent months the author has made a study of the present auditing practices of all the states so far as they apply to the financial records of public school boards. The purpose of this article is to discuss these practices from the viewpoint of the principles quoted above, and to point out some of the elements of a good auditing program.

Definition of Terms

There are so many uses of the words audit and inspection that their application to public-school finance needs explaining. Judging from the statutes of the several states, these terms are used interchangeably. Nor on the whole, are the statutes very definite as to what constitutes an inspection or an audit of school-board records. One gets the general impression, however, that the significance usually attached to these terms when applied to public-school finance is that a verification of the cash activities is to be made as to their accuracy and legality. Of course, an audit should mean more than this, but for the purposes of this article it will be necessary to limit the words to this definition unless otherwise noted.

The State Department of Education as an Auditing Agency

Many school administrators advocate a full and complete separation of all activities pertaining to schools from those pertaining to other state and municipal functions. In some states this idea prevails to such an extent that the school boards will not permit the regular tax collector to collect the school revenues. This class of thinkers would favor placing in the hands of schoolmen the authority to audit the financial records of school districts. Eleven states seem to adhere to this doctrine as they have authorized their state departments of education to audit or inspect the accounts of all public school boards. These states are Alabama, Arizona, Kentucky, Michigan, Minnesota, New Jersey, Rhode Island, Tennessee, Texas, Vermont, and Virginia. In Alabama and Arizona the state auditor and state examiner, respectively, have the authority to audit the records of school boards. In fact, they are responsible along with the state department of education for this work. In practice, it seems that the state departments of education of these two states are content to have the authority to audit without exercising it to any great extent. The same practice prevails in Virginia. In Idaho, the laws seem to hold the state department of education responsible for seeing that county auditors audit the records of common-school districts, and that independent dis-

NOTE: The finest accounting system may be of no value if its underlying principles are not carefully used. The present paper is a logical description of the opportunities of the auditing of school accounts and school business systems. It suggests the final passage which the state and local authorities may take in passing judgment on the business policies and acts of the executive school officials and on the accountancy systems operated in city and rural school districts.

tricts employ properly trained accountants to audit their records.¹ The State Department of Education of Tennessee audits the records of those districts which share in the state equalization fund.² All other districts are audited by their respective county courts. The Texas and Vermont education departments do not go into the field and audit school accounts, but they employ auditors to inspect the annual financial reports of school boards which are sent to the state education departments.

The State Auditing Departments

Fifteen states trust the auditing of public-school records solely to the regular auditing agency of the state. These states are Arkansas, Delaware, Florida, Georgia, Indiana, Iowa, Louisiana, Minnesota, Montana, New Mexico, Oklahoma, Ohio, Washington, West Virginia, and Wyoming. The third-class districts of Minnesota work under the old town-district-meeting system. At the annual school-district meeting a committee is appointed to audit and report on the books of the school board. The state, however, retains the privilege of auditing these records. The State of New York has a similar arrangement. There is some question as to the real authority of the state education department in New York, as well as the state auditing office, relative to the auditing of school records.³ In practice, the school-district boards employ auditors, but there seems to be no definite law on this point.

The County Superintendent as an Auditing Agency

For some unexplainable reason a few states have thought it necessary or wise to make the county superintendent of schools an agency to audit the financial records of school districts. This is done in spite of the fact that this official seldom has any training in financial and accounting procedures. He is, first of all, a teacher and a supervisor of teachers. He may know exactly for what the schools should spend their revenues, but he may not know an iota about accounting for these expenditures, or about the business procedures necessary to turn these revenues into school supplies, services, equipment, etc. Three states, North Dakota, Oregon, and South Dakota, make the county superintendent the school auditor, notwithstanding the fact that this official is supposed to be the executive officer of the school system, thereby making him the auditor of his own activities. Would any schoolman think it wise to make the president of a business corporation the auditor of its financial activities? One of the chief values of an audit is that a person outside the organization passes judgment on the efficiency and honesty of its officers. This is one strong reason why a department or division should not be permitted to be the sole auditing agency of its activities.

¹State Schools Laws of Idaho, 1931, p. 121.

²Personal letter, J. A. Roberts, Chief Clerk State Department of Education, April 1, 1930.

³Personal letters, Charles A. Brind, Assistant Counsel State Education Department, dated March 19, 1931; and A. D. Simpson, Assistant Commissioner of Finance State Education Department, dated March 23, 1931.

The Agency Appointed by the School Board

In a few states the small school districts still use the old "town meeting" in the conduct of their affairs. At the close of each school year all the qualified voters of the school district may meet in what is called the annual school meeting. This meeting appoints an auditing committee to report on the financial activities of the school committee. This is the practice in the school districts of Kansas, Maine, Minnesota, New York, and Wisconsin. In Connecticut and Massachusetts, the school finances are audited by the authorities that audit all town financial records. In the larger districts of the first list of states, the school boards may employ school auditors. While in some cases the law does not authorize this practice, no one has ever questioned the action of the school boards in the matter.

The county school boards of Maryland and North Carolina appoint school auditors annually. Such auditors must be approved by the state department of education of each state. In Utah every school board is responsible for having its records audited at least biennially. Copies of such audits must be forwarded to the offices of the state department of education and the state auditor.⁴

School Auditing Agencies in Pennsylvania

The Pennsylvania auditing law is worth quoting in part. Its many good qualities are outstanding. The law is definite enough to be understood, and it makes allowances for local needs. It reads in part:

The finances of every school district in this commonwealth in every department thereof together with the accounts of all school treasurers, school depositories, teachers' retirement funds, teachers' institute funds, directors' association funds, sinking fund, and other funds belonging to or controlled by the district, shall be properly audited as follows:

In all school districts of the first class by the school comptroller therein.

In all school districts of the second and third classes by the proper city, borough, or township comptrollers or auditors therein. When in any school district of the second class the annual expenditures exclusive of moneys received from the sale of bonds shall exceed the sum of five hundred thousand dollars, such district may employ a certified public accountant within sixty days from the close of the fiscal year.

In all school districts of the fourth class by the proper borough or township auditor therein.⁵

This law does two things: First, it specifically designates an auditor outside the school department. This is sound practice, for it places the schoolmen in a position where they must furnish sound and adequate reasons for the use made of the public funds. Second, it definitely places the responsibility for honest and efficient administration of the public funds close to the public most directly concerned.

Various Local Agencies

The entire auditing responsibility in a few states is placed in the hands of local municipal officials. These states have thoroughly satisfied the requirement of encouraging the idea of local financial responsibility, but they have failed to retain the authority for state supervision. These states are California, Connecticut, Idaho for independent and rural high schools, Mississippi, Nebraska, New Hampshire, Nevada, and Tennessee except districts which receive a part of the state equalization funds. In California, the

⁴Personal letter, C. N. Johnson, State Superintendent of Public Instruction, November 10, 1931.

⁵School Laws of Pennsylvania, 1929, p. 154.

grand juries are supposed to appoint auditing committees in their respective territories.⁶ The county courts of Tennessee are charged with the auditing of school accounts.⁷ The clerks of the chancery courts of Mississippi are responsible for auditing school accounts.⁸ The regular auditing agencies for local governments in the other states audit the school accounts. A Nevada statute states that the district superintendents have the inspection authority. A letter from the state department of education, however, explains that the statute in question gives the district superintendent the privilege of inspecting the books for advisory purposes only, and that these officials do not audit school records.⁹

Three States Make no Provision for Auditing

The writer has failed to find any statutory provision for auditing the school accounts of districts in Colorado, Missouri, and South Carolina. Such negligence appears to be almost criminal, for it leaves the taxpayers of school districts unprotected. Some of the larger districts in these states employ school auditors, in spite of the lack of legal authority. School boards should not be compelled to take the law into their own hands in order to follow good accounting and business procedures. The state in every case should lead and show the way, and make specific statutory provisions to assure the people that all public revenues will be expended honestly and wisely.

Qualifications of School Auditors

A casual study of the state statutes pertaining to auditing in general and to school auditing in particular readily reveals the utter lack of required qualifications for auditors.¹⁰ As a result it is common knowledge that the auditing departments of many municipal and state governmental units are manned by inadequately trained persons. Even in those states whose departments of education appoint the school auditor, proper attention has not been given to special training of the appointees. New Mexico, alone, requires the school auditor to be "learned in school administration and accounting." The state of Idaho requires the school boards of independent districts to employ certified public accountants as auditors. Arizona, Indiana, Utah, and Virginia want their auditors to be "trained in accounting." The county school boards of North Carolina are supposed to employ certified public accountants to audit their financial records. The State of Wyoming requires a certified public accountant to direct the school audits, while in Washington the directing auditor must be a "certified public accountant or equivalent." All other states are significantly silent on the qualifications of their auditing officials, with the exception of New Jersey and Ohio. These states require their school auditors to pass a "civil service examination."

The question naturally arises as to what qualifications an auditor of the financial records of school districts should possess. Should such an official be "learned in school administration"? Or should he be a "successful schoolman" as one state superintendent suggests? To some extent the answers to these questions are given in the section of this article dealing with a state public-school auditing program.

The Frequency of School Audits

How often should the financial records of school districts be audited? Now this is a question of opinion. To some extent the answer de-

pends on the agency which does the auditing. It is both foolish and expensive for the state government to send a highly paid official to Pumpkin Center every year to audit a \$4,000 annual school expenditure. Yet, there are a number of states which do this very foolish thing. Altogether, 28 states require the records of school boards to be audited annually. All these audits, however, are not made by state officials. Louisiana goes all other states one better, and audits the accounts of school boards twice a year. Five states make biennial audits; three more make audits "occasionally"; four, "when asked by the districts"; two, "when conditions warrant"; and five, from one to three years. The frequency of an audit should depend to some extent on the size of the district and on the auditing agency. If the audit is made by a local official, it can be done more frequently. If the district handles a lot of money, the audit should be more frequent.

Making the School Audit

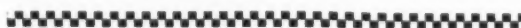
Not long ago a county superintendent was accused of violating certain statutory provisions in handling the school funds. The opposition side demanded an immediate audit of the school records. The auditing agency, the state department of education, sent its best political auditor to take care of the situation. This official appeared on the scene one afternoon, closeted himself with the county superintendent for about three hours, and left by way of a back door to catch a train for the state capital. The county superintendent was able to appear on the streets of the county seat village with a neatly typed statement saying that his books had been inspected and that all business transactions were found to conform to the laws of the state. When a friend asked the superintendent how long it took the auditor to go over his records, he replied with a broad grin, "Two good cigars and a half dozen dirty jokes." In this case, however, the opposition saw through the politics behind the audit, and took the matter before the circuit court whose grand jury returned fifteen true bills against the superintendent, and he lost his position.

This experience illustrates a very extreme condition. Seldom does one find a dishonest school official. In fact, the evidence in the above case did not disclose dishonesty; it disclosed ignorance and poor judgment. But when one realizes that a large percentage of school auditors scarcely know the difference between a debit and a credit, one is tempted to question the value of their work.

Only ten states make a practice of giving their school auditors any definite instructions on how to audit the financial records of school boards, and only seven have devised uniform report blanks for the purpose of reporting school audits. All other states trust their employees to make the right type of audit, and to use their own ingenuity in reporting their findings. As a result many of the so-called audits are worthless. An inspection of some of the audit reports indicate that too many states are



If we are to train citizens we must teach them to take an active part in government. We must teach them to participate in politics and in the discussion of political questions. They must learn the structure of their government and the relation of its various parts. They must know political processes. They must know how politics function, how ward committees are organized, and how men and women make up their minds on political questions. It must be taught to them as a living subject, something that is vital, and it can only be taught by persons who are interested in and are trained for the performance of their tasks. — Thomas Reed.



satisfied with a cursory examination of the records of the school clerk. This kind of work should not be dignified with the term of audit.

Audit Requirements of Idaho

Idaho does not have a regular printed audit report form, but the state department of education has published a pamphlet which sets forth very definitely what constitutes a good school audit. The foreword to this pamphlet tells why it was issued. It is worth quoting in part.

"A study of the audit reports sent to the office of the board of education revealed the fact that some school districts were receiving a first-class audit, while others were being treated to a mere perfunctory inspection of accounts. An audit of the books of a school district is required by law, therefore it is presumed that a real inspection of accounts is contemplated, providing a complete check on the district's receipts and expenditures, and including constructive criticisms on all matters pertaining to the financial status of the district.

"Again it is very clear that a board of trustees should be able to obtain comparable data from the other districts in order to study and interpret their own financial problems. Unless there is uniformity of requirements in all school district audits there is little of such data obtainable.

"The auditors themselves are frequently at a loss to know just what should be included and what excluded in providing a report of audit to school districts."

This instruction pamphlet calls for a complete report on the assets and liabilities of a school district, comparing them item by item with the report of the previous year. A reconciliation of the treasurer's books and the bank account is made, and the results are reconciled with the warrant register and receipt book of the board. Every receipt item is audited to determine whether or not the district has received its share of fines, fees, and taxes. The expenditures are closely scrutinized as to their legality and book entrance. The auditor is asked to report irregularities and poor practices, and to make remedial suggestions. School equipment is audited as to cost and equipment. The buildings are audited as to 29 different points of information. The pamphlet contains 27 printed pages of instructions and definitions, and should be of great help to the school auditors of that state. In the writer's opinion it is too detailed on equipment, buildings, and improvements for an annual audit, and is therefore unnecessarily expensive.

Audit Report Forms of Five States

Of the seven states which require the school audit to be reported on a uniform blank, five, Kentucky, Michigan, New Jersey, North Carolina, and Pennsylvania, were kind enough to send samples to the writer. Because this requirement is so rare, because of its apparent value, and because the processes of auditing school records have not yet been standardized, these five forms have been partially analyzed and given below.

Kentucky: The "Inspector's Report Form" of this state is divided into four large parts as follows: (1) Administrative personnel. (2) Records and reports. (3) General accounting. (4) Office and filing equipment. The administrative personnel division deals with the attendance of board members, amounts paid board members, whether or not board members are engaged in businesses which may profit directly from school expenditures, and whether or not there are board factions. There is also a series of questions pertaining to the superintendent's visits, office hours, his standards for grading teachers, whether or not he meets the various legal requirements pertaining to recordkeeping, office force, and expense accounts.

The records and reports division deals with the school board organization, the business docket, by-laws, legality of orders and activities, teachers' service, salary and health records, liabilities and assets of the district, district bound-

⁶Personal letter, C. F. Muncy, Division of Research and Statistics State Department of Education, November 14, 1931.

⁷Personal letter, J. A. Roberts, *loc. cit.*

⁸Personal letter, M. E. Morehead, State Department of Education, November 10, 1931.

⁹Personal letter, Amy Hanson, Office Deputy, November 17, 1931.

¹⁰Information for this section was furnished by the several state departments of education.

aries, deeds and property records, teachers' records, and reports and their proper filing.

Under general accounting, the auditor must answer questions concerning receipts, expenditures, monthly summaries, monthly and annual statements, monthly and annual recapitulations entries, treasurer's monthly and annual reports, financial reconciliations of the books of the school secretary, the school treasurer and the bank statement, settlements with the county clerk and sheriff (tax collector in Kentucky), the sources of receipts, bonds of the depository, clerk, treasurer, borrowed money accounts, the use of purchase orders, requisitions, canceled checks, cash receipts, disbursements receipts, private audits which the school board may have paid for, the cost of various units of school activity, costs of various organization units, and various per capita cost items.

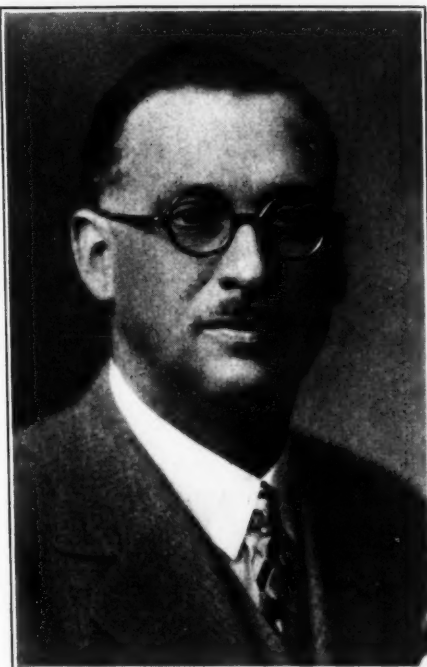
The fourth part of the report calls for a *yes* or *no* answer on the files and equipment in the superintendent's office. The state department of education has designated ten files and thirteen pieces of furniture and office apparatus as "essential equipment" for the office of the chief county school administrator, and the auditor is supposed to find out if they are properly used. (Kentucky has the county unit system. The same report blank is used for independent districts.)

Michigan: The school auditor's uniform report blank for Michigan is simply a résumé of the annual financial report required of each school board, with a space for a few comments and recommendations.

New Jersey: Like Kentucky, New Jersey has a rather detailed audit report form. Questions are asked about the school clerk's and the business manager's tenure, duties, and bonds. Relative to the financial records, the report requests information on the use of the state budget forms, entrance of appropriations, receipts, disbursements, and contractual obligations and cost distributions in the proper ledger forms. The use of various forms are inspected, such as requisitions, authorizations, purchase orders, payrolls, stockroom requisitions, and diverse report forms. Inspection is made of the minute book, temporary and long-time loan accounts, insurance records, and other documents which the school board is supposed to keep on file. Bank conciliations must be entered on the report. The inspector is requested to pass on the condition of the sinking fund and the general financial status of the school district. The inspector is requested to list any irregularities, and to make suggestions for improving the board's manner of doing business. Two pages of the report are devoted to a statement of receipts and disbursements according to funds designated by law. The report form consists of four long pages and bears the title of "Report of Inspection of Accounting and Business Practices."

North Carolina: The "School Accounting Report" of North Carolina deals largely with practices. Questions are asked concerning the manner of filling out and filing of warrants, whether or not all legal and necessary accounts are kept, the amount of indebtedness, condition of various fund accounts, neatness and accuracy of all books, and the settlements with the treasurer. A bank conciliation is also required.

Ohio: This state's "Report of Examination" consists of one page of summary items pertaining to receipts and disbursements of the biennial period. Each of the two years must be separated, and cash reconciliations made for both. The auditors are also supposed to trace all checks which have been given to other school boards, or which have been sent to any other state institution. The auditors pass on the legality of expenditures. When illegal expenditures have been made through ignorance or mistake, the auditor has the privilege of supervising their correction. When the auditor and the state direc-



MR. D. F. R. RICE
Superintendent of Schools-Elect,
Beloit, Wisconsin.

Mr. D. F. R. Rice, who was recently elected as superintendent of schools at Beloit, Wis., for the new school year, has for twelve years been head of the school system at Ironwood, Mich.

Mr. Rice, who is a native of Missouri, received his education in the Southwest Missouri Normal School, the University of Colorado, and Teachers College of Columbia University. He completed his graduate study at Teachers College, the University of Chicago, and the University of Michigan.

Previous to entering the Ironwood schools in 1920, Mr. Rice was for three years superintendent at Las Cruces, N. Mex., for five years superintendent at Grangeville Idaho, and three years principal at Republic, Mo.

tor of education disagree on the legality of a practice, the auditor's opinion prevails until a decision is obtained in court, or until the attorney general renders an opinion. The school auditors are requested to pass judgment on the ability and training of the school clerk, the manner in which the school records are kept, the manner of making settlements with the county treasurer, and the accuracy of his books. The school auditor further inspects all fund accounts, the minute book, the procedure of making and paying bills, and the kind and date of certificates held by the teachers.

Pennsylvania: Pennsylvania's "Auditor's Report" is almost a duplicate of the annual financial report required of the school board. It is strictly a cash audit. This certainly is not in keeping with the very excellent audit law quoted above. The state is not using to great advantage the trained accountants which in many parts of the commonwealth are auditing school records.

Disposition of Audit Reports

The state laws of Maryland, North Carolina, and Pennsylvania require each school board to publish the report of the school auditor in a newspaper having local circulation. Copies of the audit report must also be filed with the school board and in the office of the state superintendent of schools. Those states whose departments of education have control of auditing place the audit reports on file in the state offices. So far as the writer has been able to learn, the state education departments do not publish school audit reports.

Of all agents other than state departments of education which audit school accounts, only ten send a copy of the audit to the chief state school administrator. This means, of course, that the audit cannot be used by the state superintendent of schools to help determine his administrative policies. The state superintendent therefore doubtless loses many good suggestions which might help him in giving advice and informa-

tions to school boards concerning good business practices.

The Purposes of a School Financial Audit

An audit of the records of a school board should verify all accounts which appear on the books, discover matter which does not but which should appear on the books, reconcile the cash account and the bank statement, analyze the sources of all income, reconcile all invoices paid, order blanks and warrants issued, weigh the business practices and procedures of the board, uncover errors of both method and fact and pass judgment on them, evaluate the accounting system, determine whether or not the fiscal affairs of the school district are administered according to the laws of the state; criticize practices, procedures, policies, and facilities; commend efficient methods, procedures, systems, and employees; and recommend desirable and necessary changes and adjustments. This information should be reported on a uniform blank so that the data gathered may have some comparable value.

An Auditing Program for a State School System

In a democratic community the feeling of responsibility for all governmental activities should be encouraged. When a community loses this feeling, democracy ceases to exist in fact and becomes a mere form, a manikin on which to hang the organization of a democratic government. The more nearly the governmental activities are centered in the people the more virile the democratic idea will be. The public-school system may be a powerful instrument for democracy, or it may be its greatest enemy. Two ideas, efficiency and democracy, should be kept in mind when functional systems are under consideration. The determination of an auditing system is no exception to this rule.

In the case of auditing of school records, there is no evidence that Massachusetts, North Carolina, Maryland, Pennsylvania, and other states which stress local auditing do not spend their educational funds as honestly and efficiently as Kentucky, Ohio, Alabama, Indiana, New Jersey, and other states with highly centralized auditing systems. A good local audit, such as North Carolina, Idaho, and a few other states require, is much better than a poor cash inspection by a state department. A good state audit, of course, is as good as a local audit with the exception that the activity has been removed further from the people. As much administrative authority should be given the local government as it has the ability to use efficiently, provided the state retains sufficient supervisory power to insure a just and equitable government to all units. If this be not true, why have local units of government.

Keeping these principles in mind, the bases of a good auditing program for a state may be expressed somewhat as follows:

1. All governmental divisions should be educated to a point where they would require the services of trained auditors. It is positively injurious to the idea of democracy to permit untrained men to occupy positions demanding skill and technical knowledge. The state has a responsibility to establish qualifications for such offices, and to give its citizens an opportunity to prepare themselves to meet these qualifications.
2. The office of auditor of a political division should audit the financial activities of all departments in the division.
3. The chief local administrative official of each department and his official board in co-operation with the chief state administrative official of the respective department and his governing board should determine the general type of audit needed and set up general policies for its regulation.

(Concluded on Page 74)

A Logical Basis for Determining the Volume of Air to be Circulated in Classroom Ventilation

A. J. Nesbitt, Philadelphia, Pa.

That the theories upon which most of our laws, rules, and regulations for ventilating requirements were based have been completely discredited is a matter of common knowledge. We no longer speak of ventilating requirements in terms of the effect of carbon dioxide. In the light of present-day knowledge, we consider the important factors temperature, humidity, air motion, and air cleaning.

It is refreshing to note that there is a logical basis upon which the volume of air to be circulated in classroom ventilation can be determined. The method described in this paper places special emphasis on the first of the four factors in the determination of the volume of air to be circulated.

From February 15 until the close of the school term in 1932, extensive investigations were conducted under actual classroom conditions to determine principally the limits within which air-stream temperatures¹ could be varied in maintaining a definite room temperature without the variation in the air-stream temperature being so great as to affect the comfort of the room occupants. Through the courtesy of the Philadelphia board of education these tests were conducted in Classroom 308 of the Jules

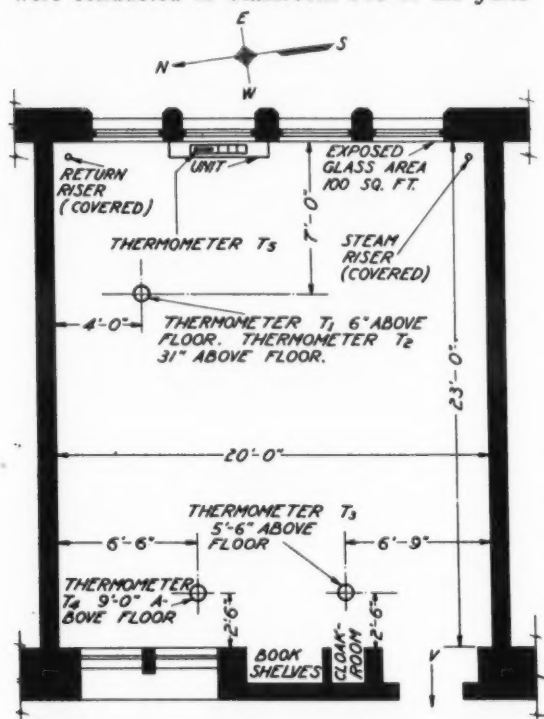


FIG. 1
PLAN OF ROOM 308 IN THE JULES MASTBAUM VOCATIONAL SCHOOL, PHILADELPHIA
The elevations of the thermometers shown in this plan can be seen in Fig. 2.

Mastbaum Vocational School, located at Frankford and Clementine Streets in Philadelphia.

The graphs accompanying this paper are a few of the many records made during this investigation, and are submitted to illustrate, among other things, the effect of body and solar heat upon air-stream temperatures.

There exists a difference of opinion as to the proper temperature at which class and recitation rooms should be maintained, but for the purpose of these investigations 70 degrees Fahrenheit was established as the desired room temperature. The first step was to determine how many cubic feet of air should be circulated, and at what minimum temperature the air should be maintained to prevent both over-

¹The term "air-stream temperature" as used herein refers to the temperature of the air circulated in the room as recorded at a point one inch above the discharge of the unit ventilator. See elevation drawing, Figure 2, showing location of test thermometers.

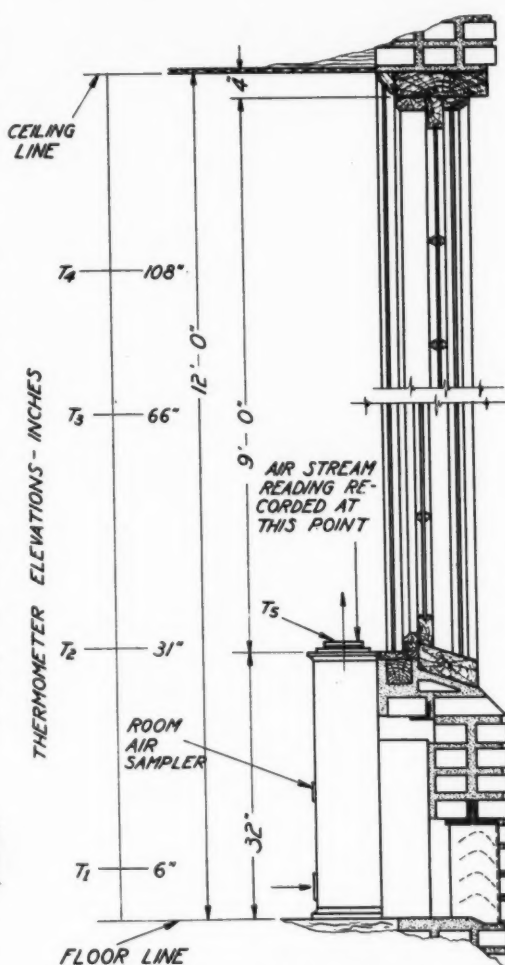


FIG. 2
ELEVATION OF ROOM 308, JULES MASTBAUM VOCATIONAL SCHOOL, PHILADELPHIA
The windows and wall construction and the location of the unit ventilator, thermometers, and recording instruments are shown. The exact location of the thermometers in the room can be further studied by comparing this Figure with the plan in Fig. 1.

heating and cold drafts. Again, temperature played an important part, for obviously air could not be circulated at a very low temperature without considerable discomfort to the room occupants. These studies indicated that a drop of 10 degrees in air-stream temperature was the limit beyond which we could not go without creating drafts.

Having established a room temperature of 70 degrees it then followed that the air-stream temperature could not be reduced below 60 degrees.

How many cubic feet of air at a minimum temperature of 60 degrees was needed in the removal of body and solar heat to maintain a room temperature of 70 degrees throughout the occupied area of the classroom? These studies indicate that approximately 27½ cubic feet of

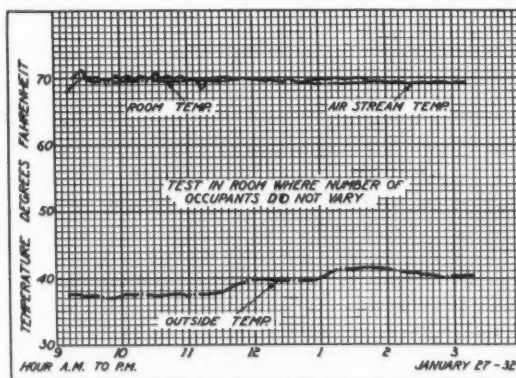


FIG. 3
This graph illustrates very clearly the uniform temperature of the air stream and of the room as a whole when the number of occupants is uniform throughout the day.

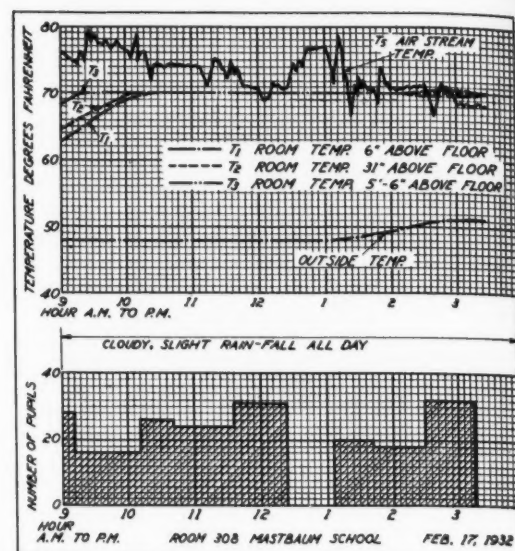


FIG. 4
GRAPH SHOWING THE TEMPERATURE IN ROOM 308 OF THE MASTBAUM SCHOOL ON FEBRUARY 17, 1932
The room was cold when the children entered and the temperature of the air stream was correspondingly high during the morning. It rose again sharply during the period when the classroom was not occupied but dropped during the afternoon.

air per occupant is the needed volume to be circulated.

The logic of this method of determining the volume of air to be circulated is further supported by the removal of body heat on a theoretical basis, that the average adult gives off hourly about 300 B.T.U. in normal activity.

The students attending classes in Room 308 averaged 15 years of age. Now, it is known, that the number of heat units given off per unit of surface is the same for the children as adults for a given activity. The number of units of surface being lower in the average child, the total sensible heat per child occupant was estimated to be 240 B.T.U. per hour, or 4 B.T.U. per minute.

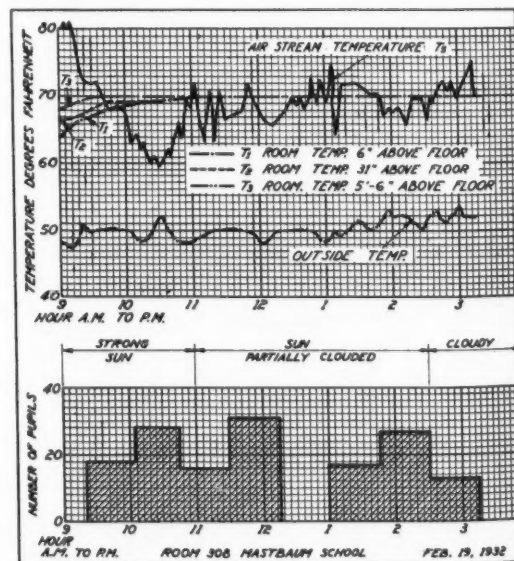


FIG. 5
This graph illustrates the temperature of the atmosphere in Room 308 of the Mastbaum School on February 19, 1932. The variations in the air stream will be noted and the effect of sunlight as well as outdoor temperatures are made clear. The effect of variations in the number of pupils may be noted.

One B.T.U. will raise 55 cubic feet of air 1 degree per minute; therefore, 4 B.T.U. will raise 220 cubic feet of air 1 degree per minute. Dividing the 220 cubic feet of air raised 1 degree by the allowable difference between room temperature and air-stream temperature of 10 degrees, would result in 22 cubic feet of air per minute being required at a temperature differ-

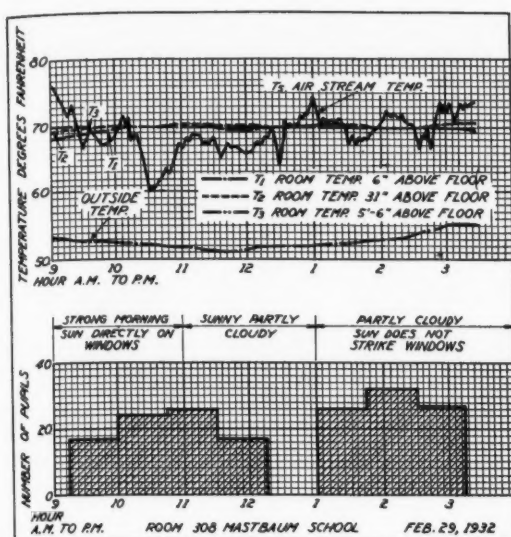


FIG. 6.

Graph of atmospheric temperature and air stream temperature in Room 308 of the Mastbaum School, February 29, 1932. The effect of sunlight, of variations in occupancy and outdoor temperature upon the air stream are quite noticeable.

ence of 10 degrees, in the removal of body heat. This does not allow for the effect of solar heat which the following graphs clearly indicate must be reckoned with. The heat from the sun accounts principally for the difference between 27½ cubic feet of air actually needed during these tests, and the 22 cubic feet per minute theoretically needed for removal of body heat.

There are students of this subject who will contend that in many schools where younger children are taught, the heat from metabolism would average more nearly 200 B.T.U. per student. On this basis 18 cubic feet of air per minute per student would be required in the removal of body heat in a 10-degree drop in air-stream temperature. For the removal of solar heat there would be needed an additional 4 or 5 cubic feet, making the total requirements 22 to 23 cubic feet of air per minute for children of a younger age, say 10 years or under.

One might raise the question as to why the volume of air to be circulated in classroom heating and ventilating systems should be based upon the removal of body heat. This question is best answered by reference to the graphs from which it will be seen that the air-stream temperature is almost constantly below the room temperature. The solar heat and the heat from metabolism in the average classroom are such that during the greater part of the school day the principal problem is not the addition of heat to the classroom but the removal of heat.

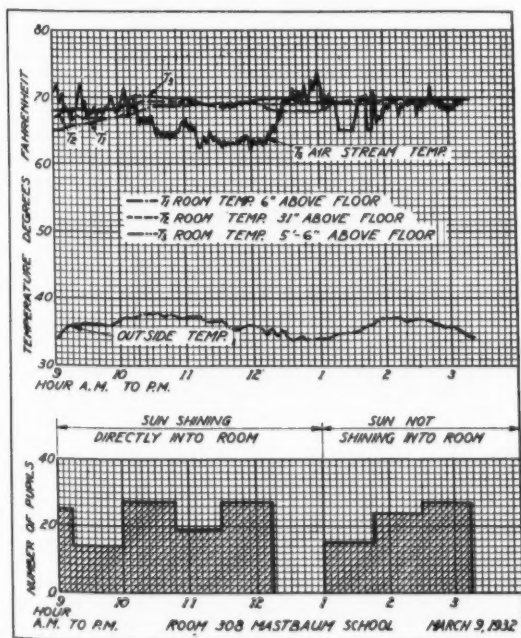


FIG. 7.

Atmospheric conditions and air stream temperature in Room 308 of the Mastbaum School, March 9, 1932.

The average temperature during the school day between the months of October 1 and May 1 in the vicinity of Philadelphia is 42½ degrees Fahrenheit. From the March 9 chart it will be seen that, even though the outside temperature was constantly below 40 degrees, the air-stream temperature was seldom above the 70 degrees established for the room temperature. This would further establish the fact that over the average school day outdoor air must be supplied for the removal of heat.

Thus, by limiting the minimum temperature of the air stream to 60 degrees (or 10 degrees below the established room temperature) we arrive at an air volume to be circulated of between 22 and 27½ cubic feet per minute.

The second point of major importance established by these tests was that, by limiting the air-stream temperature to a 10-degree drop and circulating 27½ cubic feet of air per person, the maximum variation in room temperature throughout the occupied area was only 2 degrees. It is interesting to observe the tempera-

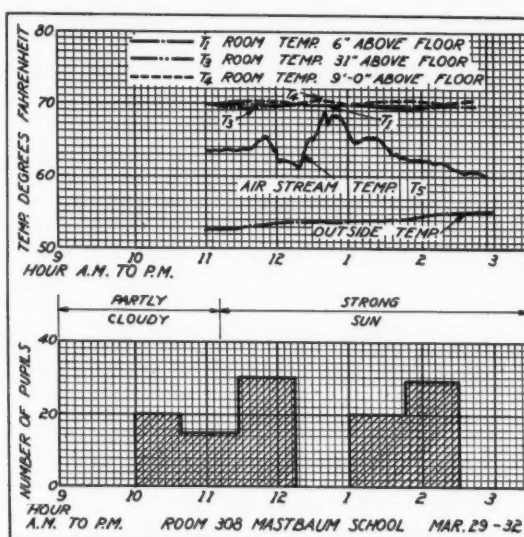


FIG. 8.

Temperature and atmospheric conditions, Room 308, the Mastbaum School, March 29, 1932. The relation of outdoor temperature, sunlight, and occupancy are quite clear.

tures at the various levels, as shown in the graphs attached. The temperature at one point in a room is no index to the average temperature over the occupied area of a room. The volume of air circulated and, of course, the temperature at which it is circulated are very important in the matter of uniform temperatures.

These studies showed that reducing the air volume and increasing the temperature difference between the room temperature and the air-stream temperature resulted in wide variations of temperature in the occupied area. Thus, air motion plays an important part in uniform heating and ventilating.

The third major point established by these studies was that in circulating 27½ cubic feet of air per occupant with an air-stream temperature that was never permitted to drop below 60 degrees, overheating did not occur with outdoor temperatures as high as 59 degrees. This is shown in the graph dated April 5.

As will be seen from the diagram of Room 308 its exposure is such that the sun shines in the classroom all of the morning and a part of the afternoon. The room is an inside room hav-

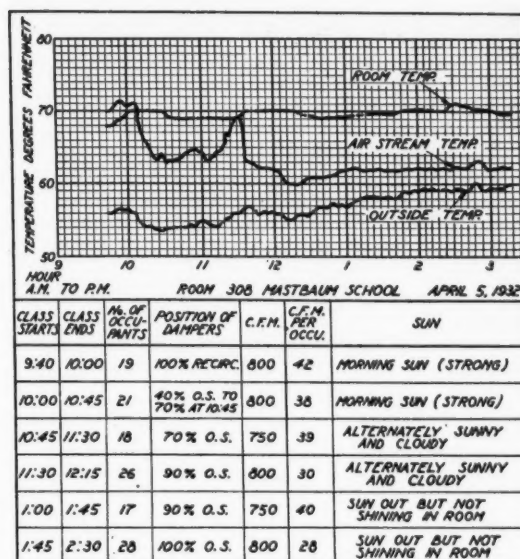


Fig. 9

Temperature conditions, Room 308, Mastbaum School, April 5, 1932. This graph makes clear the problem of maintaining even temperature and satisfactory ventilating conditions when the outdoor temperature is comparatively high. The effect of recirculating the air, sunlight, etc., are made interestingly clear.

ing but one exposure and is surrounded by rooms in which temperatures were almost constantly above 74 degrees. It is difficult to imagine a room in which the problem of overheating would be more acute than that of Room 308. If such a room does exist, the answer does not lie in reducing the air-stream temperature, but rather in increasing the number of cubic feet of air to be circulated.

The effect of metabolism on air-stream temperatures as shown by this study emphasizes the value of automatic control. By following changes in the air-stream temperature one can realize that a constant room temperature with a changing number of room occupants can only be maintained with automatic control. It would be foolish to assume that the instructor would be able to adjust the heat supply to meet the ever-changing demand, as clearly shown by changes in air-stream temperature.

It should be observed that the amount of air circulated was not at all times taken from outdoors. Throughout these studies outdoor air was constantly supplied during the period that the room was occupied. The volume of outdoor air varied from 100 per cent of that circulated to 33½ per cent. At all times a sufficient amount

RECORD OF CARBON DIOXIDE CONTENT AND DUST COUNT OF AIR							
ROOM 308 MASTBAUM VOCATIONAL SCHOOL					March 9, 1932		
AIR DELIVERY BY UNIT: 33 1/3 % OUTSIDE AIR; 66 2/3 % ROOM AIR							
Class Starts	Class Ends	No. of Pupils	Total Occ.	Time	Carbon Dioxide Parts in 10,000	Dust 10 Strokes Count per Plate	Particles Per Cu. Ft.
8:30	9:10	25	27	8:35 8:50 9:10	Not Taken	Not Taken	
9:15	9:55	14	16	9:20 9:40 9:50	Not Taken	Not Taken	
10:00	10:45	27	29	10:00 10:20 10:40	14 Parts at 10:45	275 Particles Count	11,700
10:50	11:30	19	21	10:50 11:00 11:15 11:25	12 Parts	290 Particles Count	12,400
11:30	12:15	27	29	11:40 11:55 12:15	15 Parts	350 Particles Count	14,900
12:20	1:00	Noon	Hour				
1:00	1:40	15	18	1:00 1:40	14 Parts	350 Particles Count	14,900
1:45	2:30	24	27	1:45 2:30	13 Parts	280 Particles Count	12,000
2:30	3:15	27	30	2:45 3:25	15 Parts	300 Particles Count	12,800
NO CLASS				3:30 4:00			

RECORD OF CO₂ CONTENT AND DUST COUNT OF AIR IN ROOM 308, MASTBAUM SCHOOL. THE EFFECTIVENESS OF THE VENTILATION IS CLEARLY INDICATED

of outdoor air was supplied to maintain an air-stream temperature as low as 60 degrees when needed, but was never permitted to be lower.

It is not claimed that these studies establish a basis for determining the minimum quantity

(Concluded on Page 74)

Evaluation of the Legal Status of the County Superintendent

N. William Newsom, Teachers College, Temple University

The purpose of this article is to present an evaluation of the legal status of the county superintendent in the several states of the United States. This involves the underlying problem, of setting up bases or criteria for the evaluation of the legal status of the county superintendent.

Procedure in Solution of the Problem

I. *Analysis of Laws.* Since this problem is primarily concerned with the laws relative to the county superintendent, the laws of the several states relative to this official have been carefully read and all prescriptions checked and tabulated. It was found that in many instances some states had prescriptions which others did not have.

II. *Bases of Evaluation.* The bases or criteria used were derived from an analysis of professional or expert opinion. It consisted of compiling, organizing, and presenting recommendations as bases or criteria for the evaluation of what the legal status of the county superintendent should be. Recommendations contained in educational surveys, and opinions of educational experts set forth in educational writings concerning county superintendency, were used as the most valuable means for the evaluation. Recommendations proposed in educational surveys represent expert opinion applied to local situations, and conform to modern concepts. Opinions set forth in educational writings express the results of wide observation of educational work. Consequently not all the recommendations and opinions presented have been fully determined by research. Since the recommendations and expert opinions are considerable in amount and somewhat uniform in agreement, they constitute the most valuable bases or criteria for the evaluation.

In presenting these bases or criteria it is recognized that they do not represent the opinion of the people at large, but express the opinions of persons engaged in schoolwork and, therefore, somewhat biased.

The expert opinions previously mentioned were analyzed. They were then summarized for each major legal prescription relative to the county superintendent, and conclusions drawn for each phase. The expert opinions are not presented here for lack of space.

III. *Evaluation.* After the legal prescriptions had been determined for all of the states relative to the county superintendent and the bases of evaluation had been set up, each major legal prescription was evaluated according to the criteria set up.

The office of county superintendent was first established in the State of Delaware in 1829. It has increased until at the present time all states with exception of the six New England States, Delaware,¹ Nevada, New York, and Virginia have county superintendents.² Twenty-seven of the 38 states which have county superintendents also have county boards of education.

Bases of Evaluation

1. *Qualifications.* Special qualifications for the office of county superintendency should be

¹States in which there are no county school superintendents are New York, Delaware, Nevada, Virginia, and the six New England States. In New York each county is divided into supervisory districts, and a superintendent is elected for each district at a meeting of all the school directors. Delaware supervision is provided from the state department of education, and in Nevada six deputy state superintendents of public instruction perform the functions usually performed by county superintendents. In the New England States, superintendents are employed by towns or unions of two or more towns. Virginia has the divisional superintendent and the state board of education is authorized to divide the state into divisions for the purpose of supervision and administration.

²For the trends in the legal prescriptions relative to the county superintendent, see N. William Newsom, *Legal Status of the County Superintendent*, U. S. Office of Education, Bulletin No. 7, 1932.

prescribed and the minimum requirements should include:

a) Not less than graduation from a standard college, university, or four-year normal school including at least one year of college work in supervision and administration.

b) Not less than three years of educational experience as an administrator or supervisor.

c) A special superintendent or supervisor's certificate based as a minimum upon the requirements set out here.

d) Residence or citizenship of the state and county should not be required.

2. *Selection.* The county superintendent should be selected by the county board of education without regard to the residence or citizenship, subject to the approval of the state department of education.

3. *Salary.* The law should provide a minimum salary to be paid the county superintendent, and all salaries above the minimum should be fixed by the county board of education to be based upon training and experience. A part of the salary should be paid by the state.

4. *Length of Term.* A definite term of office of county superintendent should be fixed by the county board of education, and should not be less than four years subject to removal, however, by the county board of education for cause.

5. *Professional Assistants.* There should be a sufficient number of assistant county superintendents and supervisors. The number allowed should not be less than one assistant county superintendent or supervisor for each fifty teachers or fractional part thereof under the supervision of the county superintendent. The county board of education should be given authority to employ any additional assistant county superintendents or supervisors upon the recommendation of the county superintendent.

6. *Clerical Assistants.* There should be a sufficient number of clerical assistants for the county superintendent, not less than one for each county being definitely provided for by law. The salary of the clerical assistants should be fixed, and their appointment should be made by the county board of education upon the recommendation of the county superintendent.

7. *Responsibilities of County Superintendent.* The county superintendent should be the executive officer and adviser of the county board of education, and as such he should be given ample authority and held responsible for the administration and supervision of the schools of the county, subject to the approval of the county board of education.

8. *Attend Meetings of County Board of Education.* The county superintendent should be permitted to attend all meetings of the county board of education and present all matters which he considers should be brought to the attention and consideration of the county board of education for their determination and approval, except when the county board of education has under consideration the reappointment, salary of, or other matters in which the county superintendent is personally concerned.

9. *Bond.* The county superintendents should be required to provide bond for the faithful performance of all duties, and for the accounting of all moneys which may come into his possession. The amount of the bond should be fixed by law and the premium paid by the county.

10. *Offices for County Superintendents.* The county should provide suitable offices and equipment of the same for the county superintendent and his assistants.

11. *Expenses.* The law should make definite

provision for a minimum amount of necessary expenses for the county superintendent and his assistants in the performance of official duties. Authority should be given to the county boards of education to fix and determine any and all amounts above the minimum amount specified by law.

12. *Appointment, Assignment, and Salaries of Employees.* The county superintendent should recommend to the county board of education the appointment, transfer, dismissal, and salaries of all employees under its control, the final determination of which should be vested in the county board of education.

13. *School Supplies.* The county superintendent should select and recommend to the county board of education the purchase of all school supplies and equipment for all schools under the control of the county board of education. The county superintendent should also be given authority to purchase the supplies and equipment approved by the county board of education.

14. *Schools and School Districts.* The county superintendent should recommend to the county board of education the establishment of all school districts and schools within the county under the control of the county board of education.

15. *Compulsory School Attendance.* The county superintendent, as executive of the county board of education, should be required by law to see that the compulsory school-attendance law is enforced through such agencies as may be set up by the state.

16. *Records and Reports.* The county superintendent, as the executive officer of the county board of education, and also for his own protection, should be required to keep such records and make such reports as may be required of him by law and the county board of education from time to time.

17. *Buildings and Sites.* The county superintendent should recommend to the county board of education school building sites and the construction of buildings, and he should also have authority to approve, on behalf of the county board of education, all plans for the construction and remodeling of buildings, subject to the approval of the state department of education.

18. *Budget.* The county superintendent should prepare annual school budgets for the county and submit them to the county board of education for approval.

19. *Supervision.* The county superintendent should be given supervision over all schools of the county not exempted from his supervision by law, and he should be held responsible for their proper supervision.

20. *School Census.* The county superintendent should have direction of taking of the school census.

21. *Teacher Certification.* The county superintendent should act as an agent of the state in such matters as the examination and certification of teachers.

TABULAR SUMMARY OF EVALUATION

The following table gives a tabular summary of the number and per cent of states which meet the several bases or criteria of evaluation at the present time.

	No.	Per cent
Qualifications for Office of County Superintendency		
Not less than graduation from college, university or normal school	4	10.5

Not less than three years of experience as administrator or supervisor	1	2.6
Holder of special superintendent's or supervisor's certificate	3	7.9
Residence or citizenship of county and state not required	15	39.5
Selection		
Elected by county board of education	8	21.1
Salary		
Minimum fixed by law	12	31.6
Amounts above minimum fixed by county board of education	6	15.8
Part or all paid by state	5	13.1
Based on specific training and experience	0	0.0
Length of Term		
Four years	19	50.0
Four years when elected by county board of education	3	7.9
Meetings of County Board of Education		
Expressed or implied by law that county superintendent attend	27 ³	71.1
Bond		
Required to give bond	30	78.9
Offices		
Offices provided by county	38	100.
Clerical Assistants		
One or more allowed	32	84.2
As allowed by county board of education	14	36.8
Professional Assistants Allowed County Superintendent		
Assistant county superintendent		
Number of states which allow one or more	32	84.2
Allowed according to number of teachers	5	13.1
As allowed by county board of education	13	34.2
School Supervisors		
Number of states which allow one or more	13	34.2
Allowed according to number of teachers	0	0.0
As allowed by county board of education	13	34.2
Responsibility		
Responsible to the county board of education (by whom elected)	8	21.1
Appointment, Assignment and Salaries of Employees⁴		
Assistant County Superintendent		
Appointed by county board of education	7	18.4
Removed by county board of education	12	31.6
Assigned by county board of education	7	18.4
Salaries fixed by county board of education	7	18.4
School Supervisors		
Appointed by county board of education	7	18.4
Removed by county board of education	7	18.4
Assigned by county board of education	7	18.4
Salaries fixed by county board of education	9	23.7
Clerks		
Appointed by county board of education	10	26.3
Removed by county board of education	10	26.3
Assigned by county board of education	10	26.3
Salaries fixed by county board of education	14	36.8
Teachers⁵		
Appointed by county board of education	9	23.7
Removed by county board of education	9	23.7
Salaries fixed by county board of education	9	23.7

³There are only 27 states with county boards of education.

Based on this number it is 100 per cent.

⁴On recommendation of county superintendent.

⁵In some cases under certain conditions.

Others		
Appointed by county board of education	15	39.5
Removed by county board of education	14	36.8
Assigned by county board of education	15	39.5
Salaries fixed by county board of education	15	39.5
School Supplies		
Selected by county board of education on recommendation of county superintendent ⁶		
Textbooks	10	26.3
Instructional supplies	6	15.8
Schools and School Districts		
By county board of education on recommendation of county superintendent ⁷		
Establish schools	14	36.8
Consolidate schools	12	31.6
Create school districts	16	42.2
Dissolve school districts	17	44.7
School Attendance		
Enforcement or direction of enforcing compulsory school-attendance laws	35	92.1
School Census		
Direction or ultimate responsibility for taking school census	32	84.2
Records		
Keeping of records and making reports	38	100
Buildings and Sites		
By county board of education on recommendation of county superintendent		
Erect buildings	9	23.7
Select sites	10	26.3

⁶Alone or as a member of a committee.

⁷Expressed or implied by law.

Approve plans for school buildings	12	31.6
Expenses		
Amount determined by the county board of education	15	39.5
Budget		
Preparation of school budget as executive (adviser) of county board of education or independently	32	84.2
Supervision		
Required to perform certain supervisory activities	38	100
Teacher Certification		
Issue certificates (as agent of state or of own right)	17	44.7
Revoke teachers' certificates	12	31.6
Hold examinations of applicants for certificates	35	92.1

Conclusions

When the several states are considered together, the county superintendents of their own right, or as advisers to or executives of the county boards of education, have relatively large powers, and also a relatively large number of duties are required of them in matters of administration and supervision of the schools of the county. When each state is taken separately, however, there are a number which grant the county superintendent comparatively few powers.

Comparatively few states conform to the several bases or criteria of evaluation set up except in a few phases. Some states, however, meet each of the bases or criteria. The reason why a relatively small number of states fail to conform to the criteria of evaluation is due to the fact that the criteria are general and apply to all states without consideration being given to local state needs and conditions.

A Method of Measuring the Need for Transporting School Children

(With Reference to Wyoming)

Walter C. Reusser, University of Wyoming

Transportation of School Children. Wyoming school boards transported 7,177 school children during the school year 1926-1927. This number is 14 per cent of the total school enrollment and 37 per cent of the rural school enrollment. Few states transport so large a percentage of their school population. The feasibility of transportation in Wyoming is shown by the large increase in the number of pupils transported, and by the various conditions under which this activity is carried on. The number of transportation routes increased 163 per cent, and the number of pupils transported increased 119 per cent, in the 6-year period from 1922 to 1928. Transportation routes are in successful operation in all parts of the state—in the snowbelt of Uinta and Lincoln counties; in the valleys of Fremont, Big Horn, and Hot Springs; in Jackson Hole; and on the plains of Niobrara, Goshen, and Laramie counties.

The length of a transportation route varies from 4 to 50 miles—the median length is 15.4 miles. The length of a route is taken as the number of miles in a round trip made in getting the children to school. The number of pupils per route varies from 2 to 112—the median number is 13.5 pupils. Of the 389 transportation routes maintained, 286 are motor-vehicle routes, and 103 are horse-drawn-vehicle routes. Of the 286 motor vehicles used, 211 are owned and maintained by the drivers and 75 are owned and maintained by the school districts. Some routes use both motor and horse-drawn vehicles at different times of the year. Such routes are classed according to the type of vehicle used most. Horse-drawn vehicle routes are much shorter than the average, and are found largely

in the more densely populated regions of Uinta and Lincoln counties.

Cost of Routes

The cost of maintaining a transportation route varies greatly among the counties and among the districts within a county. In one county the average cost is \$1,383, and in another it is \$425, or slightly less than one-third as much. The average cost per route for the entire state is \$873. When the separate school districts are considered, one is found which spends as much as \$2,600, and several others which spend \$2,150. The least amount that is spent is \$250. Some routes cost less because they are maintained for a part of the school year only.

When costs for transportation are computed on the per-pupil basis, the variations are even greater than when computed on the per-route basis. The highest average cost in one county is \$99, and the lowest average cost in another county is \$17. Per-pupil costs for separate routes would show equal or greater variations. The average cost for the state as a whole is \$47.

Such wide variations in the cost of transportation are due to the following factors: (1) length of transportation routes; (2) number of pupils transported per route; (3) type and maintenance of vehicles; (4) number of months routes are in operation; and (5) certain local factors such as condition of highways, type of drivers employed, etc. The relationship of the first four factors to cost will be shown in a later paragraph, but no data are available on the fifth factors.

(Concluded on Page 76)

THE AMERICAN School Board Journal

EDITORS:

WM. GEO. BRUCE



WM. C. BRUCE

The New School Year

THE new school year offers an opportunity for educational service such as the teachers and supervisory school authorities have not had in any year in the past.

For more than a year school boards and superintendents have struggled with the problems of school finance. To the everlasting credit of most boards it may be said that they have met the almost insurmountable difficulties with courage and leadership. On the one hand, they have been besieged by teachers and other genuine friends of education not to cut budgets and salaries, and not to reduce instruction programs and school terms. These factors have urged with force the fact that teachers' salaries should not be cut because teachers have never received their due when the character of service, the preparation for it, and the heavy burden of the work are considered. Again, they have rightly argued that the children of the present generation deserve as good an education as those of the recent prosperous decade; and they have made clear that the vast social and economic changes which are before us, and the growing difficulty of all civilized life, make a better type and a completer kind of education necessary for the welfare and happiness of individuals and the safety of our democratic institutions and our entire western civilization. To meet the very correct argument of these friends of the schools the school boards have labored with the superintendents to eliminate no essential school service and to minimize the ill effects of all cuts and reductions.

In opposition to the forces which seek to preserve the schools there has been vast pressure upon the school boards to reduce school taxes, to reduce salaries, to eliminate building programs. The opposition has been made up of sane and well-intentioned business people and bankers who have seen that the communities are unable to stand the continued tax pressure; it has included workers and home owners whose income has been reduced or even discontinued to the point of bare subsistence; it has included economists and tax experts who have pointed out the increasing ratio of school expenditures. The loudest clamor, however, has come from chronic tax objectors, from local and state politicians, and from certain other groups, all of whom are using the general economic situation to gain a hearing and to hide their doubtful motives under the plea of helping the taxpayer by removing the supposed excesses and waste from the schools.

Between these two cross fires the school boards have been obliged to pick their way to safeguard, on the one hand, the rights of the children and the needs of the state for continuous essential educational service, and on the other hand to prevent disastrous deficits and legal entanglements and the growth of pessimistic antagonism from citizens, taxpayers, and the press. With rare exceptions, the school boards have been less panicky than any other public bodies, and their steadfastness and willingness to face facts and meet conditions, are responsible for the fact that the new school year finds the schools as generously provided with funds, teaching staffs, instructional programs, buildings, and equipment as could possibly be expected. Schools have been particularly vulnerable because of the very uniformity of their organization, but they have not suffered more than other social-service branches of the local government. The teachers as a group are less hard hit than other professional workers of equal preparation and service.

As representatives of the community the school boards have done their best for the schools, and it is now the turn of superintendents,

principals, and teachers to do an equally good job in the new school year. The work of the teachers is quite as essential as that of other governmental services—the police and fire departments, for instance—and it may be confidently expected that teachers will not only be loyally at their posts, but that they will put into the work of the year more of their energy and ability than ever they did in years of high salaries and ample funds. If they have a vision of the future effects of their work during these depression years, it is certain that they will overcome the handicaps of large classes and meager supplies by vastly increased devotion and by better use of the scientific methods that have grown so rapidly in recent years. The new school year can, and will, be made happy and effective in spite of the depression.

D. D. Hammelbaugh, School-Board Secretary

FORTY-NINE YEARS of work in the schools of Harrisburg, Pa., is the proud record of Mr. D. D. Hammelbaugh, who recently retired as secretary emeritus of the board of education. Although he was always frail of health, it would be difficult to find another man who has rendered equally constructive service to education in a city and state. He is an outstanding example of the school-business executive who, although he is not a trained educator, has appreciated and constantly lived up to an educational ideal, and has shaped every policy of the administrative department and every act of purchasing, accounting, and budgeting for the welfare of the child as the first and only objective.

In the span of his active life, Mr. Hammelbaugh has had the great satisfaction of seeing the Harrisburg school system completely transformed in its administrative organization and ideals. When he entered the Harrisburg schools, the board of education consisted of 36 members who managed every detail of the schoolwork through numerous committees and not infrequently played politics in purely professional matters. Gradually the situation changed until at present a board of eleven members holds itself to the development of policies, while a professional superintendent of schools, with the business manager at his command, is the chief executive and educational leader of the school system.

Mr. Hammelbaugh's philosophy of school-business administration is the only logical one which a school-board secretary and business manager can adopt. His long years of service and his continued support of better school-business methods throughout the State of Pennsylvania and nationally in the School-Business Officials' Association is a service not easily equaled by any school-business authority.

Fostering Health in the American Schools

ONE of the notable and gratifying tendencies in the expansion program of the country's system of popular education manifested in recent years, is the increasing attention given to the matter of health.

For many years the schools confined their health service to the recess play hour in the school yard, and to a smattering of calisthenics in the classrooms. Then came the era of medical inspection and the school nurse, the correction of eye, ear, and nasal defects, attention to the undernourished child, and the care of crippled children. Even in the smaller communities, it is found that the school authorities carry out with considerable attention a well-intentioned health program. In many of them the school physician and the school nurse are regular appointees of boards of education who serve the pupil constituency.

With the expansion of the country's high-school system, the attention to health promotion has taken on new forms of expression. Football and other outdoor sports have caused school boards to greatly enlarge athletic fields. The consideration of new high-school sites now frequently includes the acquisition of substantial acreage to be utilized for recreational purposes. In some states basketball has grown around so much interest in the communities that space for the spectators is of greater consideration in school gymnasiums than in the playing and exercise floor. Coaches and athletic instructors

are employed and athletic paraphernalia is frequently paid for out of the regular school funds.

It is well recognized that any extension of the school health program must be based upon its necessity for achieving the democratic purpose of the schools. Every child, particularly the bookish, the underprivileged, and the physically weak, have the greatest need for the body and mind-building activities which well-balanced physical instruction and play afford. The minority of athletic types will be fully cared for if their less fortunate mates are adequately cared for.

In times like the present, it is a proper question to ask how far school boards may properly go to encourage the expenditure of public funds, the athletic sports that actively engage the many rather than the few. Baseball, football, and basketball are played by the few before many spectators who secure no physical benefits from these sports except wholesome, quiet recreation. Would it not be wiser to encourage games that place the larger number of students into action? Should not the sports for the few carry themselves at least for the present?

While local pride may be centered upon a baseball, a football, or a basketball team, the community spirit should be awakened to a wider range of athletic activities. In this direction the school authorities may well become the guiding force and influence. Public patronage may afford the necessary financial support but the control must be in the hands of recognized authority.

It is needless to recite the arguments in favor of rearing a race that shall be physically fit in order that it may be mentally competent. The American schools must not ignore the opportunity that is theirs to promote the cause of health as an essential prerequisite to physical, moral, and intellectual excellence.

School Expenditures in City and Country

RURAL high- and elementary-school districts are spending \$300,000,000 less for the education of children in public schools than are city school systems, although 50 per cent of the enrollments are in rural areas of less than 2,500 population. The greater amount of expenditures in cities is made plain in a recent group of facts made public by the U. S. Office of Education in the *United States Daily*.

Despite the fact that the rural population of the United States is but 43.8 per cent of the total, rural-school enrollments are 50.2 per cent of the total. There are 12,787,547 children in city schools and 12,890,468 in rural schools.

Current expenditures of cities for high and elementary schools total \$1,089,244,145, compared with only \$754,307,563 in rural areas. The cities are exceedingly generous in capital outlay, which amounts to \$245,501,827, while the rural areas fall far behind with expenditures of only \$125,376,142. The debts of the cities in the shape of bonds issued for school-building purposes and short-term notes issued for current expenditures cost the cities \$94,704,438 for interest alone each year.

The administration of schools costs the American people \$26,256,786 annually for public elementary and secondary schools. Of this amount, more than two thirds, or \$17,402,525, is spent by the cities, and the balance by the rural areas of less than 2,500 population. Quite properly, more than 70 per cent of all expenditures is for instructional purposes, including books and miscellaneous supplies. For the country as a whole, this amounts to \$1,317,727,233, and of this sum, the cities are spending \$824,784,179.

Higher salaries for teachers, longer school terms, and more money spent for administration and supervision are the reasons for the fact that the average city spends \$28.95 a year more for current school expenses than does the average rural school. In fact, the average expenditures of the cities per pupil amounts to \$29.58 more than is spent for rural schools. This, however, is offset by the fact that the cities are not obliged to transport pupils and can reduce their costs for auxiliary agencies, for all of which the rural schools spend \$2.82 more per pupil than do city schools.

Cities which have a population of more than 10,000 spend around \$3.50 per pupil for administration, and approximately the same amount is spent in rural areas. In cities between 5,000 and 10,000

population the cost per pupil for administration is around \$4, and in cities of 2,500 to 5,000 population the cost rises to \$5.

The cost of instruction per pupil in cities of 100,000 population and upward is 74.5 per cent of all costs. In cities between 30,000 and 100,000 population it is 75.0 per cent, and in cities between 10,000 and 30,000 it is 75.1 per cent. In smaller cities of the fourth and fifth group and in the rural areas the percentage of cost is 72.8 and 72.0 per cent, respectively. This is largely due to the fact that schools in these groups are smaller, and it is necessary to use proportionately larger amounts for the salaries of superintendents, for transportation, and for similar unavoidable charges.

The cost of plant operation in all schools is \$10 per pupil, varying from \$9.63 in the cities, to \$10.91 in the rural districts. The per capita cost of maintenance of the plant decreases with the size of the city from \$5.55 in the larger cities, to \$2.85 in Class V cities, but rises to \$3.02 for the rural school systems.

The per capita cost for auxiliary agencies in cities varies from \$2.73 to \$3.91, but increases to \$6.23 for rural school systems. Here again, the fact that there are comparatively small numbers of children to be cared for in each school building causes the differences.

It may be argued that the figures given involve so many items that are not exactly comparable that they are of no significant value. They do, however, point to the extreme differences which exist and suggest the necessity for better accounting and for the general acceptance of some unit, such as, for example, the 1,000-hour unit cost, as the basis of making genuinely significant comparisons. The recent studies by the National Association of Public-School Business Officials clearly indicate that such a comparable unit can be developed.

Selecting Building Sites

WHILE every prevailing influence is against long-time planning for the expansion of the school plant, the present time is almost ideal for the purchase of sites for new schoolhouses and playgrounds. Real estate prices are the lowest in years; large and small owners, and especially real estate operators, are inclined to sell at bargain prices, and much property is literally thrown on the market by the general need for ready funds. It is distinctly a buyer's market of which school boards should avail themselves.

Quite as much as in prosperous years the present is a time to use the findings of school-building surveys and population studies, and to purchase new sites where the present and future growth clearly indicate a need. At the present time there is a choice of large tracts in the outlying sections of any city, obtainable without usual doubling of prices which a public necessity invariably entails.

Whatever the dangers of waste and extravagance in normal times, present prices for property make a careful, forward-looking policy of purchasing for future needs a source of genuine economy and school efficiency.

A Coming Problem

THE recent special session of the Indiana state legislature considered the wildest proposals for meeting the financial problems of the state's school system. Only the most vigorous fighting on the part of the local school authorities prevented the passage of bills that would have set back the state fifty years in its provisions for education. No constructive consideration was given to orderly adjustments — the purpose of the legislature was merely to cut costs by limiting taxes.

If the Indiana experience is to be repeated during the coming winter when a considerable number of legislatures meet, the educational forces of the country will face the most severe trial in the history of education. Will the educational leadership be ready for the test with a reasonable program for reconstruction and economy? Will education or educators be put to the fore as the main interest to be conserved?

Nothing that is good is too good for the child; no thought too deep; no toil too great; no work too arduous, for the welfare of the child means happier homes, better society, a purer ballot, and perpetuity of republican institutions. — F. W. Parker.

The Leisure-Time Program in Schenectady

Charles W. Clark, Director of Evening Schools, Schenectady, N. Y.

In an endeavor to carry out the recommendations of the President's Commission on Unemployment Relief, a local committee known as the Leisure-Time Committee, organized last fall, a program of educational and recreational work, utilizing all possible agencies in the city of Schenectady. In this organization, the Department of Public Instruction naturally occupied an important place.

The city schools were asked to assume the greatest burden of educational courses in this attempt to raise the morale of the unemployed, and to strengthen their educational and vocational preparation during the period of unemployment. This request found the schools in an unfortunate position to cope with the situation. A reduction of approximately 15 per cent in the evening-school budget for 1932 pointed toward a reduction in the offerings of the evening-school program. On the other hand, there was a need to be met, and an emergency program to be developed.

Voluntary Services of Teachers

Under these circumstances, there seemed to be only one alternative; namely, to operate the evening schools with the voluntary services of teachers. No attempt had been made up to this time to reduce the salaries of teachers in the city of Schenectady, and in the face of the salary reductions which faced the taxpayers, it seemed reasonable to believe that the city teachers would be willing to contribute their services. The fall term of the evening schools was conducted much as usual, except that it was necessary to shorten it in order to meet the expenses. The term following the Christmas holidays, however, was planned entirely on the new basis.

Early in December, forms were provided for the teaching faculty in the city, totaling between 700 and 800, and responses were received from approximately one-half, who volunteered their services on the basis of one or more evenings per week, as the occasion might demand. Many of these offers came from teachers of elementary-school courses, who were not prepared to any large extent for teaching subjects of interest to adults in evening school. These teachers, however, offered to serve in any capacity, such as typing, keeping records, and general office assistants, or as accompanists, or teachers of such avocational subjects as dancing and table games. The biggest demand on the basis of previous experience, was naturally to be in the field of special subjects, particularly the vocational, and in the secondary-school range.

With such satisfactory responses from the teachers, it was felt that the school program could be organized with the fullest possible scope. Accordingly, with the previous offerings of the evening schools as a basis, many subjects were added which, it was felt, would meet the interests and needs of the adults of Schenectady.

Certain regulations were set up regarding the compensation and operating expenses of the program. All of the supervisory and teaching force, from the director down, served entirely without compensation during the three months' duration of the program. Only two exceptions were made to this established rule. In certain courses, where it was necessary to employ instructors from outside the school system, where such an instructor was unwilling to volunteer his services, or where it seemed unfair to ask him, compensation was given. For instance, one instructor who could not be replaced, came 15 miles to teach his class, and was at the same time unemployed during the day. He was fully

paid. The other regulation covered teachers from within the city system for whose courses there was an unusual demand, and who were obliged to teach four nights weekly because no substitute could be found. These instructors were paid for two nights, if they volunteered their services for the other two each week. In addition to these costs, the janitors were paid as usual, and the full operating costs of supplies, heat, and light were met from the evening-school budget.

Eventually about 175 of the instructional staff of the department of public instruction were serving in the evening-school program. In addition to these, about 40 instructors from outside the school system likewise volunteered their services. Estimating the cost of such service on the usual evening-school scale, the saving to the city in the three months of the evening-school term amounted to over \$11,000. The payroll for the preceding term had been \$6,500. In connection with the willingness of those from outside the system to contribute their services, it should be said that there was an unexpected and generous response. These included engineers at the General Electric Company, members of the faculty at Union College, students of the senior class at New York State College for Teachers at Albany, business men and women prominent in the social life of the city. If the requests for courses could have been matched by the particular abilities of those who volunteered, offerings would have been doubled.

Character and Extent of Courses

Probably the scientific method of organizing and developing the evening-school program would be to base it definitely upon the predetermined needs and interests of the adults who are enrolled. The emergency, however, prevented the operation of such a plan, and the basis for the selection of the various offerings included the equipment and facilities of the various buildings, interest, and enrollment in courses in previous years, and the addition of such recreational and social work as would provide well-supervised leisure-time activity. It was decided to open two more centers, in addition to the six which had been utilized the previous term. In these centers, as the facilities permitted, courses were offered in the following groups: trade and industrial courses; apprentice courses; commercial courses, related technical courses; vocational courses for women; academic courses; gymnasium work; courses in art and music, instrumental and choral, and recreational courses including tap and social dancing. A full list of the courses is as follows:

Vocational Industrial Courses—Vocational Schools Only:

Architectural Drafting
Mechanical Drafting
Trade Drawing
Blue-Print Reading
Commercial Art
Show-Card Writing
Industrial Mathematics
Sheet-Metal Layout Work
Aero-Mechanics
Carpentry
Machine-Shop Work
Electric Wiring
Electrical Laboratory
Printing
Presswork
Oxyacetylene Welding
Radio Service

Vocational Homemaking Courses:

Restaurant and Cafeteria Service (salad and sandwich makers and waitresses)
Cake and Pastry Work (Pastry cook)
Family Cooking
Home Laundering
House Care and House Cleaning

Earning Money at Home
Mending and Repairing Garments

Home-Economic Courses:

Foods and Nutrition
Feeding the Family
Home Hospitality
Cooking for Profit
Cooking for Men
Clothing Construction
Remodeling Clothing
Millinery
Tailoring
Home Purchasing or Spending the Income
House Decoration
Home Nursing
Child Care
Home Crafts—Basketry, Rug Making
Beauty Culture
Costume Design
First Aid
Supper Classes for Brides To Be
Dressmaking
Meal Planning and Preparation
Foods of Other Countries
Economy Dishes

Vocational Commercial Courses:

Typing
Calculator Operation
Stencil Cutting
Mimeograph Operation
Addressograph Operation
Shorthand
Bookkeeping
Filing
Office Practice
Dictation

Related Commercial Courses:

Business English
Business Letters
Commercial Law
Transportation
Real Estate
Penmanship
Advertising
Salesmanship
Investments
Banking

Industrial-Art Courses (Not Vocational):

General Woodworking
Auto Mechanics
Care of Trees
Chair Caning
Art-Metal Work
Landscape Gardening
Home Gardening
Photography
Basketry

Academic Courses (For Credit):

Elementary English
Literature (Current, Classics, Book, American, English)
Short-Story Writing
Debating
American History
English History
Ancient History
Current Events
French
German
Spanish
Physics
Chemistry
Botany
Biology
Algebra
Geometry
Arithmetic
Public Speaking
Dramatic Clubs
Newspaper Reporting
Journalism
Editorial Writing
Current Social Problems
Political Science
Foreign Relations
Economics
Labor Problems
Italian
Polish
Nature Study
General Science
Anthropology
Geology
Trigonometry
Business Arithmetic
Recreational Courses:
Gymnasium Work

(Concluded on Page 52)

Von Duprin

REG. U. S. PAT. OFF.

Self-Releasing Fire and Panic Exit Latches

Cost Per Year

If the first cost of a building were the only consideration, the task of specifying would be much simpler - - merely that of selecting those materials and devices of lowest cost.

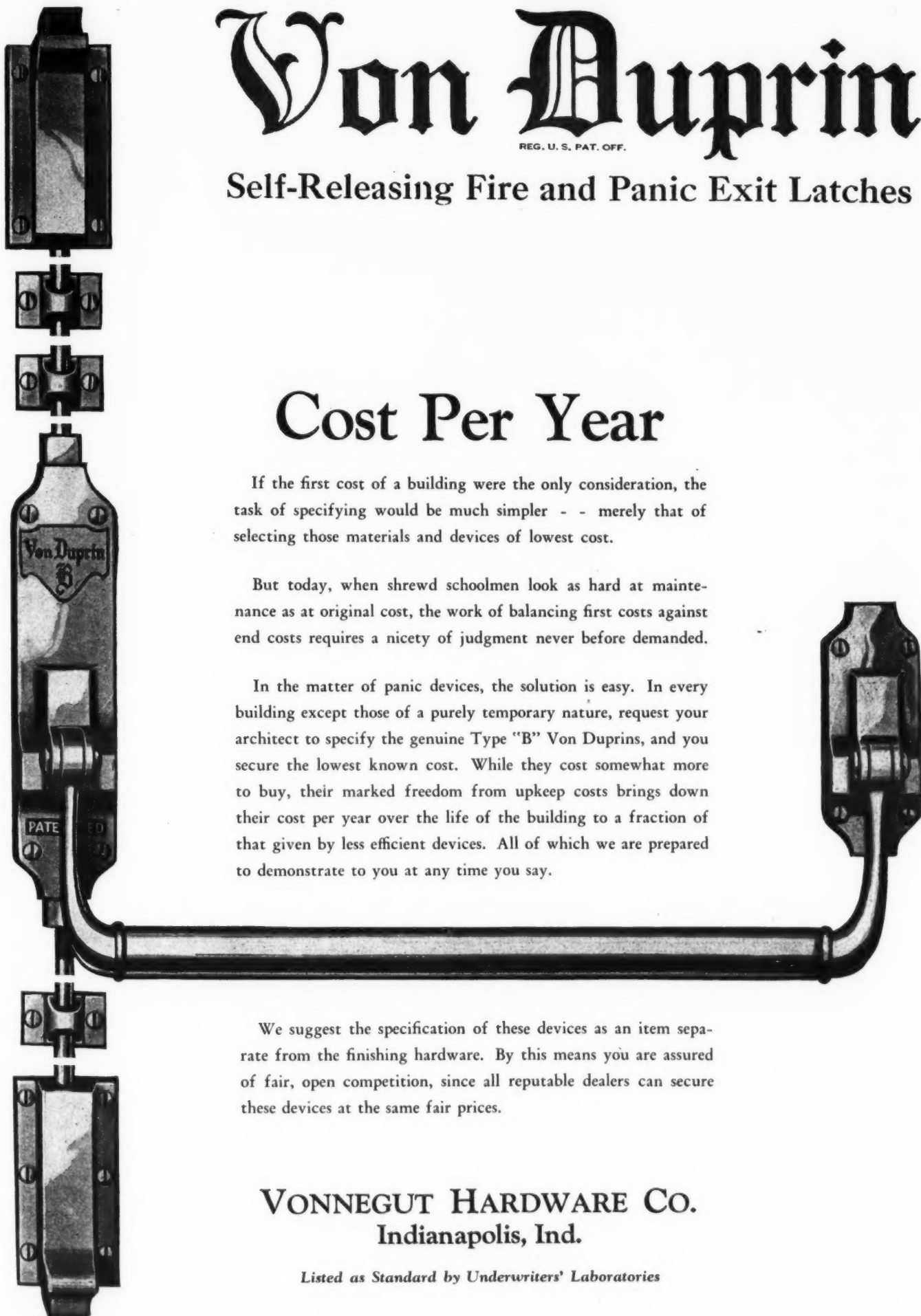
But today, when shrewd schoolmen look as hard at maintenance as at original cost, the work of balancing first costs against end costs requires a nicety of judgment never before demanded.

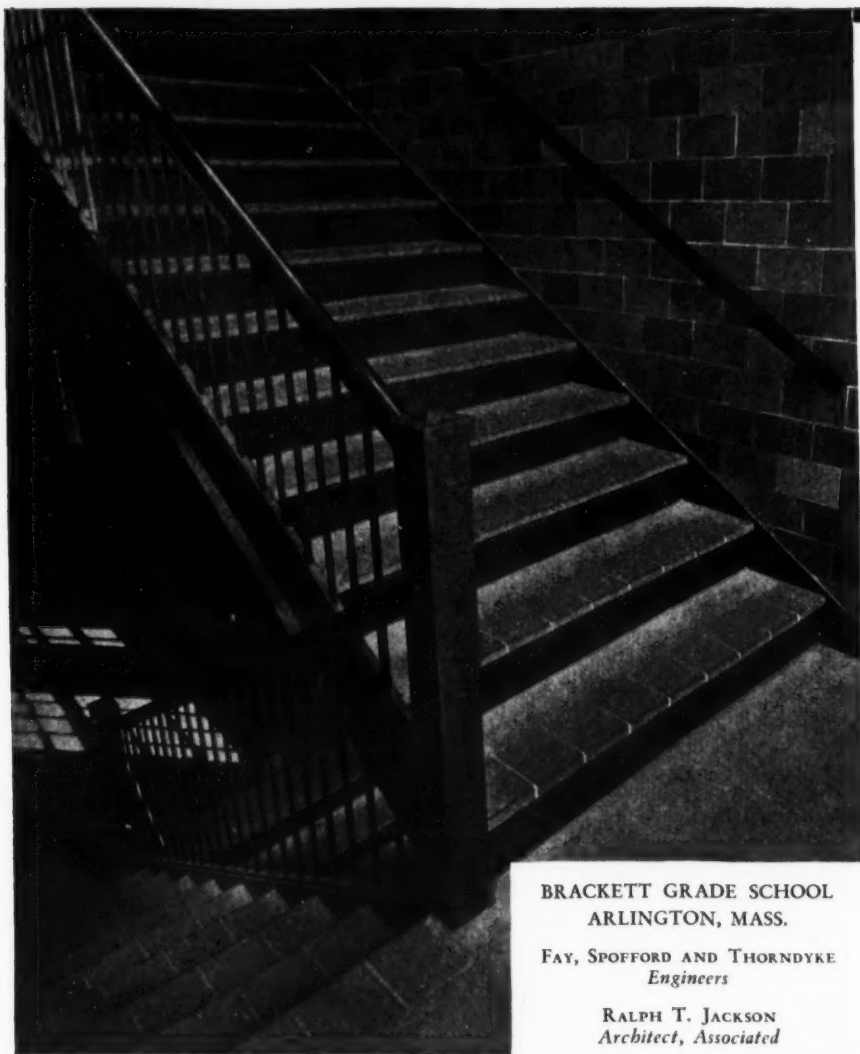
In the matter of panic devices, the solution is easy. In every building except those of a purely temporary nature, request your architect to specify the genuine Type "B" Von Duprins, and you secure the lowest known cost. While they cost somewhat more to buy, their marked freedom from upkeep costs brings down their cost per year over the life of the building to a fraction of that given by less efficient devices. All of which we are prepared to demonstrate to you at any time you say.

We suggest the specification of these devices as an item separate from the finishing hardware. By this means you are assured of fair, open competition, since all reputable dealers can secure these devices at the same fair prices.

VONNEGUT HARDWARE CO.
Indianapolis, Ind.

Listed as Standard by Underwriters' Laboratories





BRACKETT GRADE SCHOOL
ARLINGTON, MASS.

FAY, SPOFFORD AND THORNDYKE
Engineers

RALPH T. JACKSON
Architect, Associated

Make the Stair Treads Permanently Non-Slip

...and Extremely Wear-resisting, too

SCHOOL building stairs certainly get plenty of use—and abuse . . . hundreds of scurrying, scuffing young feet . . . day after day, year after year. But Alundum Tiles stand the gaff and provide real protection against slipping. Their millions of tiny grains of abrasive grip the foot firmly—even at the very nosing edge. They have a flat, unbroken surface—nothing to cause tripping.

They cost a little more at first, it is true, but in the end *much less*. For there are any number of schools where installations of Alundum Tiles have been in service for ten years or more and don't yet show appreciable wear . . . or the least loss of non-slip effectiveness.

NORTON COMPANY, WORCESTER, MASS.



T-321

The Percentage and Kind of Abrasive Are What Make Alundum Tiles Permanently Non-Slip

(Concluded from Page 50)

Games
Tap Dancing
Clog Dancing
Natural Dancing
Music and Art:
Band
Orchestra
Instrumental Work
Chorus
Harmony
Music Appreciation
Sketching
Modeling
Painting
Craft Work
Cartoon Making
Design

Practical Publicity Work

It was realized that a mere announcement that such courses would be offered would have little value in drawing registration. Only repeated and varied publicity would adequately bring before the people of the city the unusual opportunity afforded in this expanded evening-school program. With the two Schenectady newspapers cooperating, information regarding the program was given to the public at frequent intervals, so that the matter was kept before them constantly during the interval following the close of the first term in December and previous to the opening of the new term in January. In addition to this newspaper publicity, a printed bulletin was distributed in the homes of Schenectady through the hands of the 18,000 school children. In both the newspapers and the bulletin to the homes, provisions were made for the return of applications for courses in the evening-school program. In this way some 500 applications were received before the opening of the term in January.

The first week in January was given over to personal registration at the various buildings, and what proved to be perhaps the most effective

means of publicity was used, namely, cards in the cars and busses of the Schenectady Railway Company. As a result, the registration of the evening school, which had totaled less than 1,900 during the first term, reached between 3,700 and 3,800 during the second term, and the facilities of all the schools opened were used with a widespread interest in the city. Classes were continued with unusual interest up to the Easter recess period; in fact, in several cases there was such a high degree of interest that special permission was given them to resume following the Easter recess period.

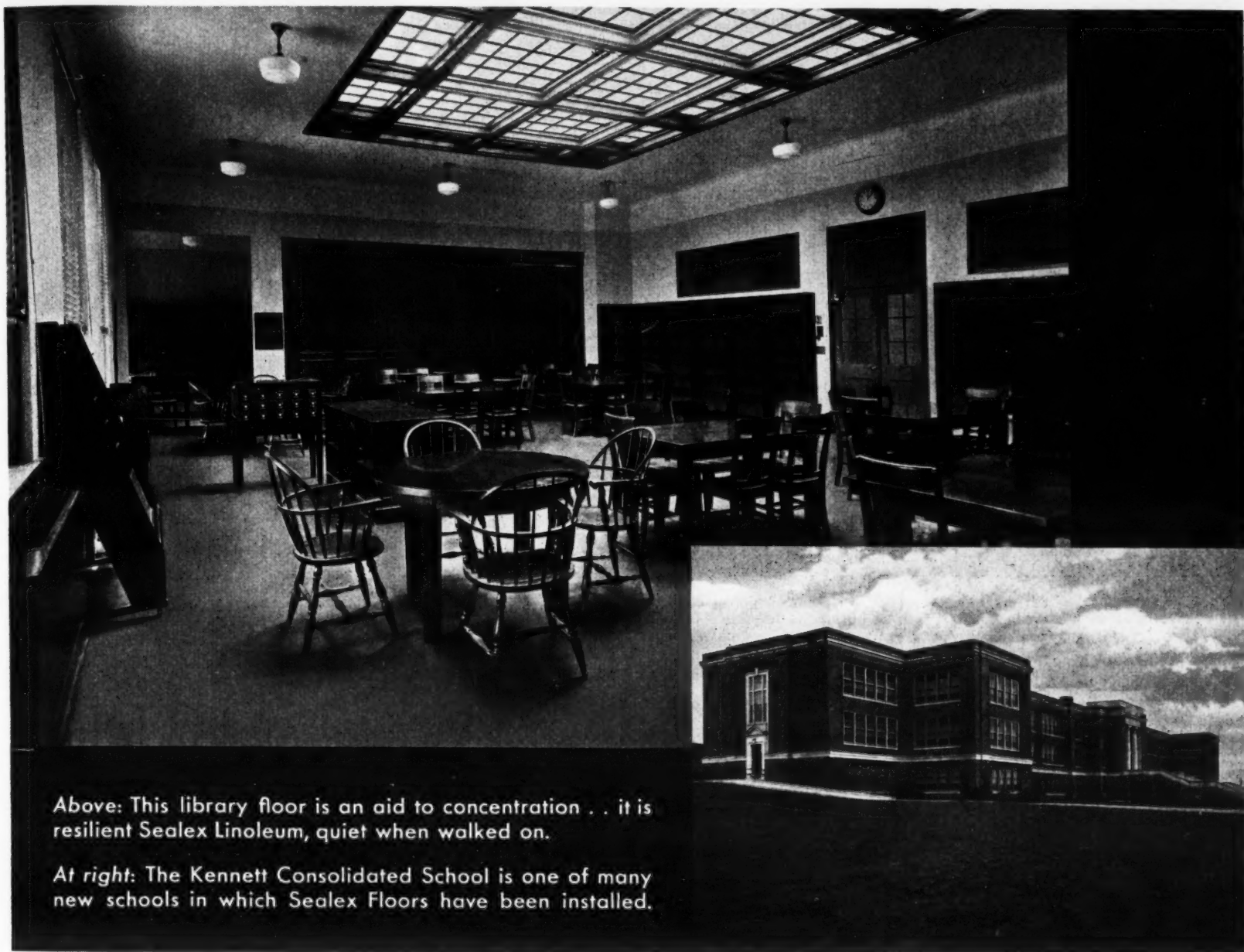
Vocational Self-Improvement Courses

By far the greatest number were interested in vocational self-improvement, and over 1,900 persons were registered in courses in trade shop work, foods, clothing, and other vocational courses for women, commercial work, and commercial art. Another large group was interested in cultural self-improvement, and in high-school subjects, music, art, and dramatics, a few over 800 were registered. Another large group was registered in classes in social and tap dancing and contract bridge. This group represented over 460 individuals. Those interested in gymnasium work totaled over 300, and another 100 were interested in avocational courses in industrial arts.

Discipline means a voluntary render of something personal for the sake of an eventual greater personal gain. And there is joy in such surrenders. The test of a right and fruitful discipline, indeed, is just that healthy happiness which comes in giving up voluntarily a part of one's individuality. — Hughes Mearns.

Several innovations besides the expansion of the recreational work were included in the leisure-time program. Outstanding among these features were classes in lip reading for the deaf, and classes for those having speech difficulties. For the first time the services of our city specialists in these disabilities were made available to the adults of the city, with many gratifying results. The libraries in regional secondary schools, and adjacent study halls were made available for students of the immediate locality who wished to come and study, perhaps because no satisfactory facilities were available at home. In one center, the guidance teacher of the school opened her office for conference with parents concerning the life plans of their children. A beginning was thus made in improving the contacts between teacher and parent in the very necessary program of vocational guidance.

In view of the fact that the largest group served included those who were specifically interested in vocational self-improvement, we were led to believe that more emphasis should be put upon the matter of guidance for adults in evening-school work. The result of a number of years' experience in evening-school work convinced us that many who register for courses wasted a large amount of time and exertion because of the lack, often, of an immediate objective, and more frequently, of an ultimate plan. If the adult-education movement should reasonably take into consideration the interests, needs, and abilities of the participants, and if we maintain that public funds are only justifiably spent when the community benefits, the extension of vocational guidance beyond the years of youth is quite essential. The operation of the leisure-time program in Schenectady has strengthened our belief in the operation of education as a continual guidance function into the years of adult life.



Above: This library floor is an aid to concentration . . it is resilient Sealex Linoleum, quiet when walked on.

At right: The Kennett Consolidated School is one of many new schools in which Sealex Floors have been installed.



One of America's largest consolidated schools chooses Sealex

The Kennett Consolidated School, Kennett Square, Pa., has been called "a monument to practical philanthropy." The generosity of a public spirited citizen made possible one of the finest and best-equipped schools of its type in the United States.

The heavy corridor traffic in this widespread building travels on Sealex Linoleum Floors—the finest resilient floors ever developed for heavy duty. In hundreds of schools, Sealex Floors have proved their ability to give long service under the most difficult conditions.

Longevity is only one among many Sealex advantages. These floors are resilient. They muffle the noise of footsteps. They make the day's work easier for teachers who are on their feet most of the day.

These floors are healthful. There are no unsightly, dirt-collecting cracks—no troublesome splinters. Sealex Floors are spot-proof, stain-proof, easy to clean.

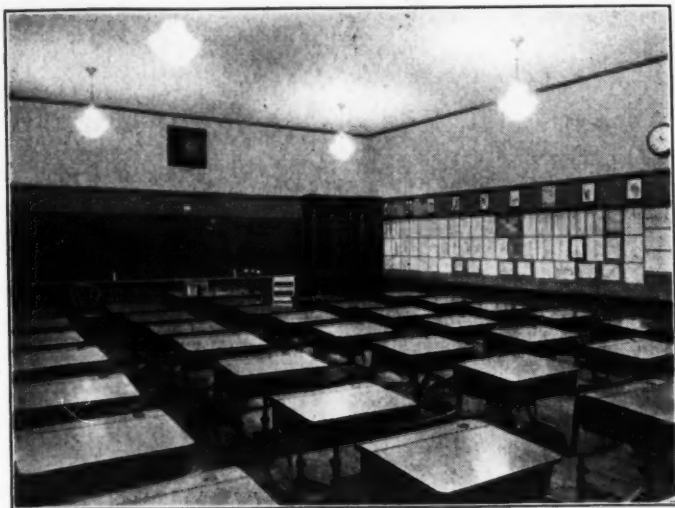
These floors are economical. Recent reductions bring the prices down to the lowest levels in many years.

Sealex materials, when installed by authorized contractors of Bonded Floors, are backed by Guaranty Bonds. Our School Floors Department will gladly supply further information.

CONGOLEUM-NAIRN INC., KEARNY, N. J.

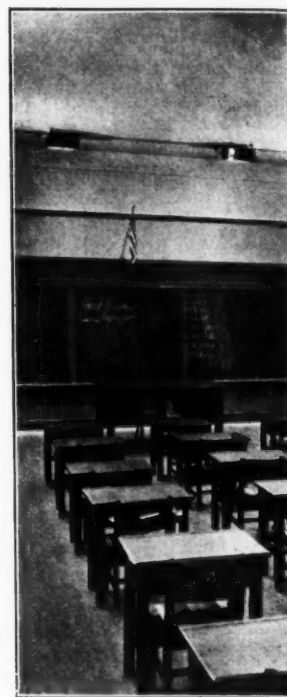
SEALEX
LINOLEUM FLOORS

All Ready for School—



Holophane Planned Lighting—as shown in this typical classroom—not only assists the educational program and conserves the health of pupils, but is so efficient and economical that it pays for itself in a very short time.

"All ready for school" does not apply to pupils only. The buildings should be ready, also. They should be provided with an efficient system of illumination, especially in classrooms, so that pupils may study, without eye-strain, on the many days of the school year when sunlight fails. Holophane produces illumination specifically adapted to school needs, and Holophane engineers furnish your architect or engineer with complete specifications for new or remodeled buildings. Address Holophane Co., Inc., 342 Madison Ave., New York.



Holophane illuminates the blackboard uniformly so that it is easily visible from every part of the room.



HOLOPHANE PLANNED LIGHTING

produces the greatest amount of useful light

School Law

Schools and School Districts

A primary school district may be compelled to become consolidated without its consent pursuant to a law authorizing the organization of a township into a single school district by a majority vote (Mich. complete laws of 1929, § 7131).—*Fractional School Dist. No. 1 of Barry Twp. v. Township School Dist. of Barry Twp.*, 242 Northwestern reporter 843, Mich.

To effect a consolidation of school districts requires a majority of all, not merely of voting, registered qualified voters of both districts (Park's Annotated Civil Code Supplement of 1922, § 1437 [q]).—*Smith v. Board of Education of Walton County*, 164 South-eastern reporter 41, Ga.

School District Government

A statutory certificate of a county superintendent of education attesting to educational and professional qualifications was held conclusive of the facts certified to (Miss. code of 1930, § 6563).—*Wilkins v. Large*, 141 Southern reporter 585, Miss.

School District Property

Where the main first-floor line of a school building was fewer than 8 ft. above the grade line at the entrance or exit above the basement, the latter was not the "first story" within the building code limiting the height of school buildings (Ohio general code, § 12600-45).—*Benzing v. Board of Education of Hamilton City School District*, 181 Northeastern reporter 150, Ohio App.

A school board had authority to employ architects for a school-building program, conditioned on the authorization of bonds (Mo. revised statutes of 1929, § 9329).—*Bonsack & Pearce v. School Dist. of Marceline*, 49 Southwestern reporter (2d) 1085, Mo. App.

Boards of school directors should never employ special counsel, save under exceptional conditions, where there is a real requirement for additional skill and knowledge (24 PS § 1, et seq.).—*Stone v. School Dist. of City of Carbondale*, 160 Atlantic reporter 221, 306 Pa. 541, aff. 156 Atlantic reporter 562, 102 Pa. Super. 60.

A school district was held not liable for architect's fees for plans and specifications where they were not accepted, the district had no money for such purpose,

and the contract was made before the election for the issuance of bonds for the building.—*Barton v. Tokio Independent School Dist.*, 49 Southwestern reporter (2d) 939, Tex. Civ. App.

School District Taxation

A school code does not authorize a school district to employ an attorney to perform tax-collecting duties enjoined by law on the city treasurer (24 PS § 1, et seq., and § 384).—*Stone v. School Dist. of City of Carbondale*, 160 Atlantic reporter 221, 306 Pa. 541, aff. 156 Atlantic reporter 562, 102 Pa. Super. 60.

Teachers

The supervisor of schools of an independent school district was held a "teacher" and not a "public officer" within the statute relating to the removal of appointive officers (W. Va. acts of 1917, c. 78; W. Va. code of 1931, 6-6-8, 18-1-1).—*State v. Martin*, 163 Southeastern reporter 850, W. Va.

The proper procedure for the removal of a supervisor of schools of an independent school district was held to be the procedure described by the general act relating to the dismissal of teachers (W. Va. acts of 1917, c. 78, §§ 24, 30; W. Va. code of 1931, 18-7-6).—*State v. Martin*, 163 Southeastern reporter 850 W. Va.

Pupils

The trustees of a consolidated school district could spend the district funds for bus transportation of children to a county-line school in an adjoining county, which was more accessible than any school in the children's own county [Park's annotated civil code supplement of 1922, § 1437 (o), 1437 (q), 1437 (s) 1437 (kk); Park's annotated civil code, 1565 (u) 1565 (x).—*Fitzpatrick v. Johnson*, 163 Southeastern reporter 908, Ga.

An act respecting school-attendance officers does not compel people of a county considered apart from the city to pay the burden solely of the city (Burns's annotated statutes of 1926, § 6448 et seq.; Ind. constitution, art. 1, § 21).—*State v. Steinwedel*, 180 Northeastern reporter 865, Ind.

An act was held to require a city's school-attendance officer's salary to be paid from the county funds (Burns's annotated statutes of 1926, § 6448).—*State v. Steinwedel*, 180 Northeastern reporter 865, Ind.

Where a school board fixed the amount of the attendance officer's salary and notified the county council, it was the council's imperative duty to make the appropriation (Burns's annotated statutes of 1926, § 6448, 6449).—*State v. Steinwedel*, 180 Northeastern reporter 865, Ind.

The state normal school rules and regulations, requiring the students to maintain an average grade of C and to earn 25 credit points, two of which were allowed for each semester hour of C work, during the first semester, and 60 for the entire year, were held not unreasonable.—*West v. Board of Trustees of Miami University and Miami Normal School*, 181 Northeastern reporter 144, 41 Ohio App. 367.

A student mentally unable to progress with normal students after passing the entrance requirements of the state university has no right to continue as a student therein, though he does not violate the rules requiring order, decency, and decorum (Ohio general code, §§ 7650, 7658, 7659, 7897, 7898).—*West v. Board of Trustees of Miami University and Miami Normal School*, 181 Northeastern reporter 144, 41 Ohio App. 367.

Students cannot complain of a mid-term suspension from the normal school for failure to earn the required number of credits after probation period, granted at the close of the preceding semester at her request, especially where notified of the suspension while at home during the mid-term vacation.—*West v. Board of Trustees of Miami University and Miami Normal School*, 181 Northeastern reporter 144, 41 Ohio App. 367.

School Lands and Funds

A court of equity cannot modify plans and specifications and bidding for a school building and supervise its construction.—*Benzing v. Board of Education of Hamilton City School Dist.*, 181 Northeastern reporter 150, Ohio App.

♦ New York, N. Y. A petition containing the signatures of 1,000,000 parents and other citizens has been presented to the board of education in protest against the proposal to close the summer schools next year as an economy measure. Unless the petition persuades the board to change its decision, no appropriation will be asked for these schools next year. A saving of \$350,000 is anticipated as a result of the action.

♦ Lincoln, Nebr. The school board has voted against the discontinuance of home schooling of children who are confined at home and unable to attend a school. The appropriation for the work had been reduced due to a restricted budget.

♦ Highland Park, Ill. School patrons in the non-high-school district of Deerfield-Shields township have protested to the school board against the new policy seeking to collect a \$25 tuition fee from students each semester. A refund was to be allowed provided the district allowed the claims in the future.

NO RUBBING... NO POLISHING!

with
**JOHNSON'S
GLO-COAT**
the marvellous
new FLOOR
finish

• Dull shabby floors? **GLO-COAT** will change them to bright lustrous floors! Especially suitable for institutional use.

METHOD • Just mop Glo-Coat onto the floor. That's all there is to it. In drying, floors take on gleaming beauty.

DRYING TIME • 20 minutes or less.

EXPLANATION • Glo-Coat shines as it dries—actually does its *own* polishing, without any help from you. It needs no rubbing or buffing.

SUGGESTION • Try Glo-Coat in one room. Fine for wood, linoleum, cork, composition, asphalt base, rubber. Order some—or send coupon for a full size can **FREE**.

MADE BY THE MAKERS OF JOHNSON'S WAX



S. C. Johnson & Son, Inc., Department SJ9, Racine, Wisconsin.

Please send me Free a full size pint can of your new easy-to-use floor finish, Glo-Coat. My floors

are _____; made by _____; No. of Sq. Ft. _____
NAME OF MATERIAL NAME OF MFR.

Name _____

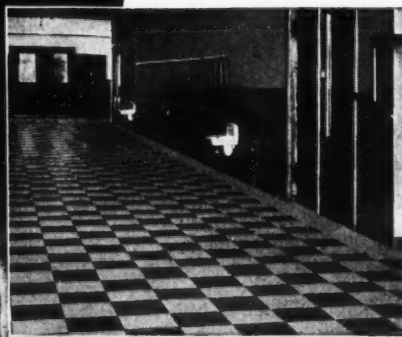
Address _____ City and State _____

He doesn't
look like a
Vandal..

But

... he's one of the
25,716,201 reasons
why school floors
must be TOUGH

"ASPHALT TILE FLOORS are tough, durable, resilient, quiet and non-slippery, even when wet."—
Excerpt from *Proceedings, 24th Annual Convention of the National Association of Building Owners and Managers.*



Available in two thicknesses, 1/8 and 3/16, the price of J-M Tile Flooring is comparable with linoleum of the same thickness.

EXUBERANT, bursting with energy . . . he is one of the millions of boys and girls whose restless feet pass daily through school corridors and over class-room floors.

Yes, school floors must be "vandal-proof." Must stand the merciless drubbing of small, careless feet. Resist the grit and mud children track in with them . . . the ink they spill, the sticky substances they drop.

J-M Tile Flooring is long-lived — it thrives even under school traffic. Records show that years of service actually improve its appearance.

An ordinary broom or brush . . . an occasional wash-down with soap and water . . . is all that's necessary to keep this floor clean. Inks and ordinary acids will not stain it.

This floor is quiet. Comfortable . . . and safe for hurrying feet.

The rich colors in which this flooring is available provide you with color combinations that will add to the appearance of your school buildings. 12 solid colors and 8 mottled colors are offered, in tiles from 3 inches to 12 inches square.

For full details, address Johns-Manville, 292 Madison Avenue, New York City.

Johns-Manville



TILE FLOORING
TYPE A

School Finance and Taxation

A FORWARD-LOOKING POLICY IN BUDGET-MAKING

The board of education of Great Falls, Montana, a number of years ago, adopted a forward-looking policy which took into consideration the problems of more than one year at a time. Following an acquaintance with the finances of the school district, the board definitely adopted a policy of constructive economy. In place of delaying the redemption of bonds from year to year, the board began redeeming an issue of \$170,000 for a high-school annex, erected in 1912. This debt had been carried without a reduction for a period of sixteen years. The issue was nearly eliminated in three years, although previously \$155,000 had been paid in interest.

Another issue of \$125,000 which had been sold in 1917, was next attacked, and the first redemption was made in 1930. The redemption of the bonds issued for a new high school was begun in the year they were sold, and a definite and increasing reduction of these bonds has been made every year. This policy, which is a desirable one even in good times, placed the board in the enviable position of being able to reduce the debt service for the school year 1932-33 by \$41,000 despite an additional bond issue of \$75,000 which had been authorized by the electorate of the district for a new building in a growing section.

With similar foresight, the board took over buildings which had been allowed to deteriorate because of successive years of minimum repairs, and set about putting them into condition. The life of some buildings was increased by ten years. Antiquated plumbing and dangerous drinking fountains were replaced by modern, sanitary, and safe appliances. Foundations, roofs, interiors, and grounds were put into good condition. The work was not done in any one year, but has been spread

over a period of three or four years. At the present time, the life of several of the buildings has been increased by an additional ten to fifteen years. The school plants have been brought up-to-date and the board is in position to arrange for a minimum of maintenance repairs for period of several years, which has accounted for a reduction of \$13,000 in the next year's budget.

The board has adopted a plan for unified kindergarten-primary grade work which will preserve the values of kindergarten work and, at the same time, reduce the number of years of schooling below the high school from nine to eight, with a consequent reduction of \$15,000 in the budget for 1932-33 and for each year thereafter.

With the completion of a large general building program in the city in 1929, the elementary-school enrollment decreased in 1930-31. An exodus of a group of workmen's families caused a further reduction in the enrollment during the past year, which permitted a reduction in the elementary-school staff and a slight increase in the number of pupils per teacher, with a consequent reduction of \$20,000 in the school budget.

In the high school, it was impossible to effect any marked reduction in the number of teachers, because of the steadily increasing enrollment. By placing the high school on a split shift, by reducing the number of years of home-economics work from four to three, by curtailing the home-economics, physical-education, and public-speaking work, and by increasing the duties of the dean of girls and the director of guidance, a slightly increased teaching load was effected, with a decreased expense of \$3,800 over and above all salary reductions.

A graduated reduction in teachers' salaries was effected, with an additional reduction in expense of \$33,800, which is an emergency measure for the next year. Clerical expense has been reduced by a 10-per-cent reduction in salaries and with the elimination of one high-school clerk, a reduction of \$2,500 will be effected.

The board has adopted an economy program which has reduced the outlay for supplies to a minimum. By taking advantage of the increased purchasing power of the dollar, a reduction of \$1,-

400 has been accomplished, and a corresponding reduction of \$3,500 has been made in miscellaneous expenses. The entire reduction will amount to approximately \$163,000, or about 20 per cent, in the budget for the year 1932-33.

It should be noted that this is a program of retrenchment, rather than of abandonment of activities. The intelligent and sensible people of the city have approved the board's policy of constructive business economy. During the retrenchment period, the health service and several other activities are not being abandoned as in other communities, but are being wisely and carefully administered.

FINANCE AND TAXATION

♦ Willmar, Minn. The school board has reduced its 1932-33 school budget by \$10,000.

♦ Mr. Charles A. Howard, State Superintendent of Public Instruction of Oregon, has made public an appeal for the consolidation of small school districts where transportation and tuition can be had at less cost, larger classes, and elimination of some elective subjects as measures of economy. The proposed changes are in Mr. Howard's opinion the only means of meeting the problem of increased enrollment and decreased revenues.

♦ Manhattan, Kans. The board of education has adopted a budget for the school year 1932-33, which calls for an appropriation of \$200,749, which is a reduction of approximately \$20,000 from that of 1931-32. A number of proposed economies in school expenditures has made it possible to reduce the total expenditures and to lower the tax rate from 15½ to 14½ mills during the next year. The largest item in the budget is \$123,577 for instructional service. The second largest item is \$44,773 for debt service.

♦ Boston, Mass. The school board has notified the city assessors that it will be necessary to raise a total of \$16,150,359 by taxation for school purposes during the next year. Of the total, \$15,643,991 is for the operation of the schools, and \$506,368 for land and buildings for schools. Last year the amount raised by taxation was \$19,128,871. The new budget is a saving from 1931, of \$2,978,512.

♦ Milford, Conn. The school board has made a cut of \$20,000 in the town school budget for the next year. Of the total, \$4,000 was saved in transportation expenses, and \$16,000 by dispensing with the services

(Concluded on Page 58)

SANITARY DISHWASHING *at Lower Costs*

Truly sanitary dishwashing involves not only the complete removal of grease and food particles, but also the complete rinsing away of the cleaning material itself. Invisible films of unrinsed cleaning material retain bacteria and permit their breeding.

But when Wyandotte Cherokee Cleaner is used for machine dishwashing, dishes are not only clean in appearance, they are also sanitarily clean—free from all foreign material.

Wyandotte is definitely guaranteed to give you cleaner dishes at lower costs than you have ever before experienced.

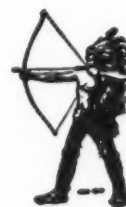
The world's largest manufacturers of specialized cleaning materials produce Wyandotte. A highly trained force of service men is available to consult with you on all your cleaning problems. Conveniently located jobbers' and storage stocks insure prompt delivery.

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The booklet, "School and College Cleaning" deals with all cleaning problems and will be gladly sent you on request.





SEAL-O-SAN

100% NON-SLIPPERY

This amazingly better and surprisingly inexpensive gym floor treatment has met with enthusiastic endorsement and acceptance by Basket-ball Coaches everywhere. More than 2000 schools are already using it. One school saved nearly \$500 using Seal-O-San in comparison with previous methods. It helps your team play better games. Ask for Scouting Manual and more information.

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HUNTINGTON LABORATORIES

(Concluded from Page 56)

of two teachers and three clerks, discontinuing one telephone, and combining some of the grades.

♦ Des Moines, Iowa. The school board has approved its 1933 school budget, providing for an appropriation of \$3,020,750 for the next year. The new budget is \$207,000 less than that for the past year.

♦ Wichita, Kans. The board of education has adopted a 14.8 mill-tax levy. The levy, which is based upon an assessed valuation of \$135,000,000, is calculated to raise \$2,032,000. Last year with a 15.25 mill levy a total of \$2,275,000 was raised on an assessed valuation of \$143,000,000.

♦ Toledo, Ohio. The clerk-treasurer of the school board has presented a tentative budget, calling for \$5,319,462 from the taxes of the school district during the next year. The amount asked this year is a reduction of \$718,504 from the amount spent in 1931-32. It provides for a general fund of \$4,088,250, and a sinking and bond-retirement fund of \$1,231,212.

♦ Sioux City, Iowa. The school board has adopted a budget of \$1,662,000 for the school year 1932-33, which is a reduction of \$125,081 from the year 1931-32 which amounted to \$1,788,081. Salary reductions were responsible for a large part of the saving. Despite the reduction in the budget, the board has voted to continue its policy of retiring \$100,000 of the bonded indebtedness of the schools during the year. The annual school-tax levy has been cut from 64.4 mills to 60.7 mills, a saving of 3.7 mills.

♦ El Paso, Tex. The city schools will be operated during the year 1932-33 with a reduction of \$46,000 in state and \$329,000 in city revenues from amounts spent last year. The school board has employed 740 teachers this year at a 25-per-cent salary cut.

♦ Fort Worth, Tex. The school board has prepared a tentative budget, calling for a reduction of \$330,000 in the 1932-33 budget. Last year's budget appropriated slightly more than \$2,000,000.

♦ Springfield, Ill. The school board has made a reduction of \$117,500 in its budget for the year 1932-33. The educational fund was reduced from \$869,000 to \$834,000, and the building fund from \$328,000 to \$245,000.

♦ Decatur, Ill. The board of education has voted to adopt its last year's tax levies of \$1.50 and 50 cents for the next school year. On the basis of last year's assessed valuation of the school district, the tax will produce \$558,449 for the educational fund and \$186,000 for the building fund.

♦ Senator M. R. Carlson, of Moline, Ill., head of the Illinois Tax Commission, has begun a study of data to be used as a basis for the formulation of a

consumers' sales-tax plan to pay the operating costs of schools of the state. The material will include figures on local and general school taxes in the several districts and the specific purposes for which the revenue was raised.

Mr. Carlson contends that a sales tax can be devised as a substitute for half of the present tax on real property. In his opinion, the sales tax could not be used for general purposes, but could be utilized to meet school or other specific expenses. About one half of the taxes are generally used for school purposes.

♦ A plea for tax reduction was made recently by Mr. Charles A. Lee, state superintendent of public instruction of Missouri, in a talk before the members of the Buchanan county rural school board. Mr. Lee pointed to the need for reductions of taxation on real estate and favored the income-tax plan as the solution for all tax problems. He presented a report on the survey of the county school system made early in the year by E. M. Lemasters and D. C. Rucker, which called for a reorganization of the county. A committee of school-board members has been appointed by County Supt. E. L. Birkhead, to study the proposals and to make a report on the findings.

♦ East Chicago, Ind. An 18-per-cent reduction, amounting to approximately \$200,000, has been proposed for the 1933 budget of the school board.

♦ Springfield, Ill. The school board has voted to reduce the tax rate in the building fund this year from the maximum of 37½ to 30 cents, bringing about a saving of approximately \$70,000 for the year.

♦ State aided school districts of Ohio will be financed next year at a 15-per-cent reduction, as compared with last year's costs, according to a recent report of the state education department. State aid will be operated on the same basis as last year, with one teacher for each forty pupils. While no reduction in personnel has been planned, salaries will be lower and other economies will be effected. All school districts have been asked to scale salaries on a basis of qualifications as outlined by the state education department.

♦ Topeka, Kans. The board of education has adopted a tentative budget, calling for an expenditure of \$1,301,090 for the school year 1932-33. The budget represents a saving of \$218,210, which means that the tax levy for the year will be reduced from 16.907 mills to 15.75 mills.

♦ Burlington, Iowa. The school board has adopted a budget of \$403,152 for the school year 1932-33. This represents a reduction of \$81,848, or 17.6 per cent from the budget of last year. Of the total budget, \$349,767 is for the general fund, and \$53,385 for bonds and interest. Teachers and other school employees have

agreed to cooperate in reducing the cost of supplies and equipment.

♦ Ames, Iowa. The new school budget for 1932-33 has been reduced by \$12,000. The saving was accomplished by reductions in school expenditures which were effected without curtailing the school activities. The schoolhouse fund for next year has been reduced by \$25,841 from that of last year.

♦ New Haven, Conn. The school board has estimated that it will be able to return \$350,000 to the city next year from the amount realized through the operation of the special school tax. It was estimated that the school tax would bring in \$500,000, of which \$150,000 will be used by the schools, leaving \$350,000 for the use of the city government. The cost of school supplies will be cut and ample reductions will be made in the items of insurance, salaries, and other operating expenses.

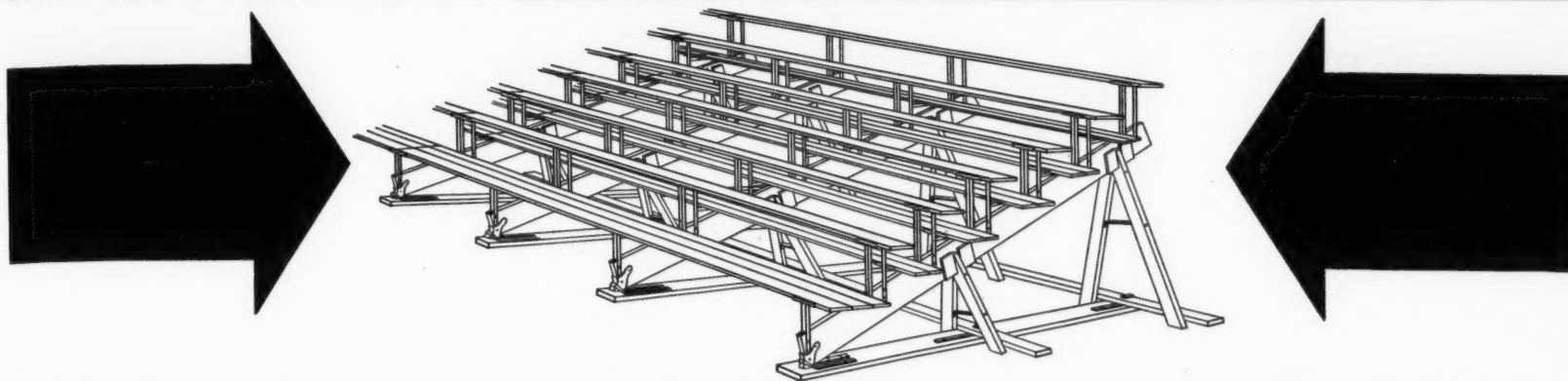
♦ Camden county, New Jersey, has received \$1,054,593 of state school money apportioned by the state education department. The total apportionment for the year was \$21,071,226, or an increase of \$506,542 over the apportionment for the past year.

♦ Cleveland, Ohio. The school board has been asked to approve a budget, calling for expenditures of \$15,064,980 for the next year. This budget is approximately \$1,652,000 less than the amount spent in 1931-32. The greater part of the saving will be effected by reductions in the salaries of teachers and other school employees. Other items entering into the saving include a curtailment in custodial and educational supplies. The reduction in the budget was made in anticipation of a delinquency of 18 per cent in income from tax sources.

♦ Chicago, Ill. The city council has approved a school-tax levy for 1932 of \$61,163,364, adopted as an economy measure by the school board. The school levy represents a reduction of \$15,000,000 from the levy originally voted by the school board and was approved upon the recommendation of the finance committee.

♦ Knoxville, Tenn. The board of education has requested an advance of \$1,000,000 from the Reconstruction Finance Corporation for the extension and improvement of the school buildings. The advance was requested to make possible necessary repairs on the schools and will be repaid with interest.

♦ Decatur, Ill. The school board has made a 20-per-cent reduction in its building levy for the year 1932-33. The reduction means a lowering of the taxes 10 cents on each \$100 of assessed valuation. The building fund will be limited to \$118,000 for the next year and will be devoted to the payment of interest and principal on bonds coming due during the year.



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for football; this winter put them in the gym for shows and basketball.

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♦ Milwaukee, Wis. The school board has approved a report of the finance committee, providing for a salary reduction program for the school year 1932-33. The new program calls for reduced salaries for 2,600 teachers and 800 education department employees, with an estimated saving of \$700,000 during the next year.

♦ Salina, Kans. The school board has adopted its tentative school budget of \$306,246, made possible by the refunding of \$36,500 in bonds. The new budget is \$87,000 below the 1931-32 budget and will mean a two and one-half mill drop in the tax levy. The refunding of bonds which became due this year made possible a lower school budget than would otherwise have been possible.

♦ Topeka, Kans. The school board has approved a further reduction of \$63,000 in the tentative budget of \$1,374,507. In making up the budget for the year, the board planned to make up for the \$144,000 in unpaid taxes for this year. It was believed that by cutting the 10-per-cent fund allowed for this purpose to 5 per cent, except in the interest and sinking funds, the saving of \$63,000 could be accomplished, provided the valuation does not shrink below the \$80,000,000 mark.

♦ Muscatine, Iowa. The school board has voted to cut the budget estimate for the school year by \$10,355, which provides a budget of \$222,200 as against \$232,555 for the past year. The largest item of expenditure in the budget is \$164,150 for teachers.

♦ San Antonio, Tex. The school board has opposed a new form of contract, prepared by Supt. J. C. Cochran, which seeks to employ teachers for six months, with a conditional clause making the contract renewable for one or more months at the same salary. Since the budget of the schools covers nine months, it was held by board members that six months' contracts for teachers are neither necessary nor advisable, because it might imply that the school would run only six months.

Under the six months' contract form, each teacher would be paid only three fourths of their full salary each month, with the board reserving the right to withhold the remaining fourth until financially able to pay it.

♦ Kansas City, Mo. The proposed increase in junior college fees has brought protests to the board of education from taxpayers who have children who will be students in the college. The board of education, finding itself short of funds, had felt that it was better to continue the college with a small incidental and enrollment fee than to discontinue the work of the college, or curtail it in any way. For that reason alone, the board increased the fee from \$10 to \$50 a year, an increase of \$40, or \$1 a week.

♦ Detroit, Mich. The school board has leased five thousand feet of floor space in the American Radiator Building for school administrative offices. The rooms are on the fifth and sixth floors and call for a rental of \$5,000, with a two-year lease.

♦ Detroit, Mich. School sessions will be closed a month earlier next year because of the city's financial situation, under an order of the board of education. The board has also ordered another 12 per cent pay cut for teachers, and a 14.5 per cent cut for other school employees. The economy measures were taken to help save the \$2,814,000 required of the school system under the mayor's economy program.

♦ Garfield Heights, Ohio. The school board has voted to operate the schools for a full ten-month term, despite the fact that tax collections are below normal and that strict economies will have to be practiced in every department.

♦ Knoxville, Tenn. Rural school teachers of Knox county have resumed their duties without any reduction in salary. It is possible that they may suffer the loss of two weeks' pay next spring if the school funds run short.

♦ Evansville, Ind. The board of education has proposed a shortening of the school year from 40 to 36 weeks, as a means of avoiding a drastic curtailment of expenditures during the 1933-34 school year. The teachers would be asked to sign an agreement in view of the fact that their contracts for the year have already been signed.

♦ Kent, Ohio. The board of education has voted to cut the school year to eight months. The action was taken to meet a cut of \$20,000 in the next year's budget.

♦ Euclid, Ohio. Individual tuition pupils attending the public schools are required to pay their tuition in advance, according to a ruling of the board of education. Under the new rule, nonresident pupils must pay the first two months in advance, and thereafter each month in advance. The rule applies to pupils who have entered the local schools from other districts, principally Cleveland.

♦ Akron, Ohio. The dates for the opening of the Summit county schools have been held up pending the results of the tax collections. The Akron city schools will open on September 12. Mr. C. R. Foust, chairman of the finance committee of the Akron board of education, has stated that if the budget commission was successful in taking \$212,000 from the contingent fund, the operation of several other taxing subdivisions would be imperiled. The Akron schools amended their budget to provide for the amount legally after the deadline for passing and filing the budget.

♦ El Paso, Tex. The school board has asked the city council to authorize the collection of that part of the city taxes levied for school purposes in December, separately from city taxes which become delinquent in March. If such action is taken, the school board, the teachers, and the school patrons will support a campaign for early payment of the school-tax levy.

♦ Biwabik, Minn. The school board has received a report on a recent appraisal of the school property. The report gave the depreciation and price fluctuation on all school buildings and called for a reduction of fire insurance in the amount of \$103,000. The reduction was made possible by the installation of fire-protection devices, the removal of fire hazards, and changes within the buildings.

♦ The Lake Superior Education Association will hold its annual two-day meeting on Thursday and Friday, October 6 and 7, at Superior, Wis. The speakers will be Dr. E. W. Butterfield, Commissioner of Education of Connecticut; Supt. R. B. Duncan, of Winnipeg; William R. Bennett; Dr. Merton L. Rice, of Detroit; Mrs. Private Peat; and Supt. M. C. Potter, of Milwaukee.

Sectional meetings on Thursday afternoon will be in charge of Mr. O. H. Capsers, of Grantsburg, County Superintendent of Burnett county; Dr. J. D. Hill; Caroline Barbour, of Superior Teachers' College; and Adeline Kell, director of attendance and guidance in the Superior schools.

The officers of the Association are Supt. W. R. Davies, Superior, president; Edith Turnell, of Douglas county, vice-president; Harold Camp, Superior, secretary; and Sigurd Lee, Superior, treasurer.

TWO RESOLUTIONS

September 1 may properly be the date for "good resolutions" by members of school boards. These two are suggested:

(1) I will spend two hours each month visiting the schools and familiarizing myself directly with the problems of teachers and principals.

(2) I will spend two hours each week reading an educational periodical to acquaint myself with educational progress.

Building a Depression Gymnasium

John M. Booth, Greenacres, Washington

The Central Valley Union High School, Spokane county, Washington, lies along the southern side of the Spokane Valley just east of the city of Spokane. It is comprised of five elementary districts, and in common with most districts which are semi-suburban and semi-agricultural, is a district of comparatively low valuation per pupil. The Union district was formed in 1922, and for five years the high school was housed in the building of the largest of the component grade districts. When the high-school enrollment reached 150, however, it was found necessary to provide new quarters.

Two of the component grade districts were still rather heavily bonded, and it was possible only to issue bonds for the new building in the amount of \$30,000, a sum altogether inadequate to provide the building necessary. The directors of the district, after many strenuous sessions, decided upon a building of the unit type, the first unit to include only classrooms. A building was designed having ten classrooms, a shower and dressing room, furnace and fuel room, and several small storerooms, with three other classrooms unpartitioned to serve as a combined assembly and study hall. By permitting some \$15,000 of general-fund warrants to accumulate and by securing exceptionally favorable contractual service, a building splendid in appearance and adequate for immediate classroom need was finished, and was occupied during the winter of 1928. The building, of course, had no gymnasium, that being the next unit proposed as soon as finances might permit.

It was hoped that through the retirement of the general-fund warrants and the periodic redemption of bonds in high- and grade-school districts alike, enough bonding leeway would develop within three or four years that the gymnasium and auditorium wing be added. But the enrollment increased 60 per cent within the next two years, and taxes began to be represented in increasing amounts on the delinquent and unpaid rolls, so that the hope for a gymnasium receded further and further into the future, while the athletic and social functions of the school were being seriously handicapped.

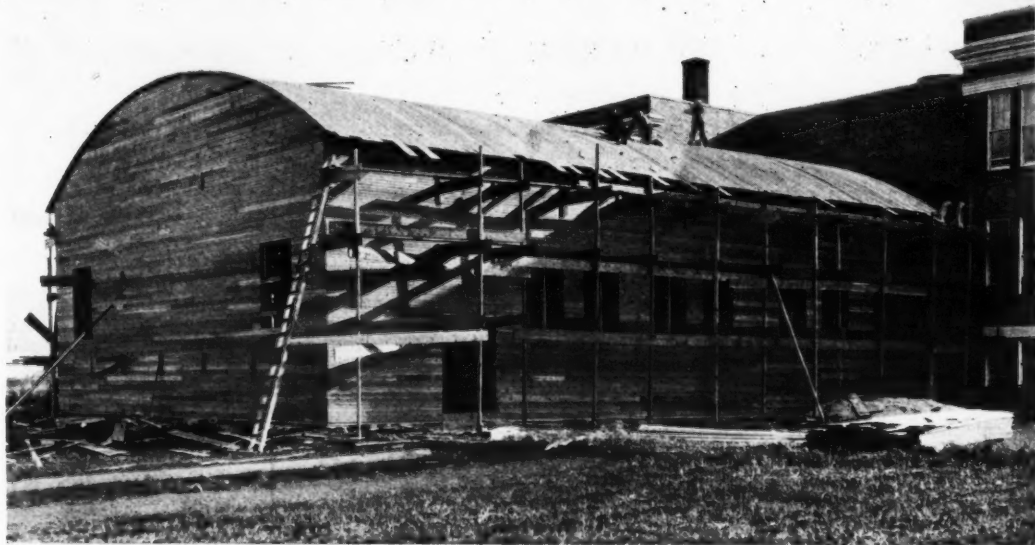
Two of the grade-school districts have buildings with gymnasiums, but they are about a mile and a half from the high-school building. It was necessary to hold basketball practices in late afternoons or after dinner, and due to distances at which most pupils live from the buildings, a mere handful of boys would turn out for practice, and the parents of the few who did turn out had cause for much complaint that boys were out too late and too often of evenings. Social functions were held with great difficulty, as it became necessary on social occasions to remove the seats from the assembly hall into corridors or classrooms, and by the time this was accomplished few of the boys were in a social mood. And when the janitor had put the building to rights and mended broken furniture after an affair, his frame of mind might well be described as antisocial.

In the face of these problems the superintendent and several patrons of the school began turning

attention to possible solutions. A contractor who was consulted stated that a temporary wooden structure could be erected for about \$3,500. This was, of course, out of the question. An old two-story store building in the vicinity was examined for possible moving and remodeling; but the expense appeared too great and the resulting space

an amount as possible was recognized. At this point the superintendent broached the matter of finance to the student body.

The possibility of actually securing a gymnasium was received with much acclaim, and the students promised coöperation in finance, by diverting every penny of student revenue which careful management would permit into the fund. The suggestion was made that a local bank be approached, with the possible result of securing a loan to start the project. This was done, and the bank promised a loan of \$1,000 in the event ten indorsers could be



THE DEPRESSION GYMNASIUM BEFORE THE ROOFING MATERIAL WAS PUT ON AND THE SIDES COMPLETED
The completed building is naturally painted and is not in any way an eyesore on the school grounds.

would be too small. Only one other possibility remained, and that was to build the temporary addition ourselves. The possibilities in this direction were next investigated.

Fortunately, there resided in the community a building contractor who had two daughters in high school, and who had served the previous year as president of the parent-teacher association. The foreman of the irrigation district also was a man experienced in this type of construction, and both of these men held the welfare of the school in high regard. They became the heart of the movement, and without them the project never would have been completed.

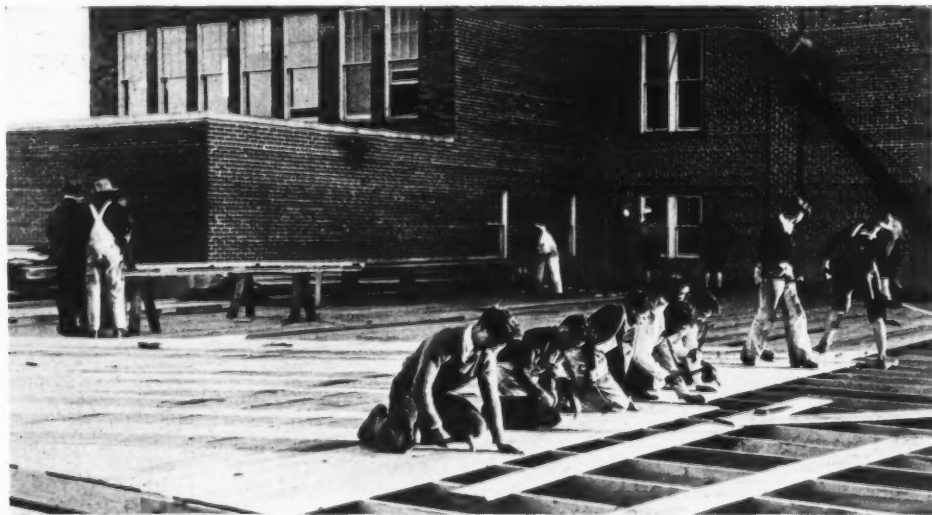
The bill of materials, when prepared, amounted to \$1,050. This included only lumber, nails, roofing, and windows. To determine sources of that amount of money became the next problem. It was out of the question for the high-school district to consider the expenditure of that amount, and so, if the money were to be provided, it would have to come from the citizens through subscriptions, or by means of a loan. The former method did not appeal to the committee and it was decided to erect the building if possible without requesting the donation of a cent of money from anyone; but the necessity of securing volunteer labor in as great

secured each of whom would guarantee one tenth of the note.

One wonderful thing about schools located in districts having no urban center is the fact that the school constitutes the very heart of the community, so that school projects and activities are almost certain to receive sincere and enthusiastic support. This proved to be the case in the instance at hand, for within an hour after the president of the student body had signed the \$1,000 note, the names of ten indorsers were affixed and the lumber order had been placed.

There followed five weeks of as intense activity as a school ever had. The original plans for the building called for a floor 47 by 80 feet, with standing room only along the sides. But as is usually the case when projects are undertaken without a formal and finished plan being drawn up beforehand, the building flowered under execution. The floor plan was extended to 54 by 105, and a stage and dressing rooms were added in order that the building might serve as auditorium as well. The roof was patterned after that of a large apple warehouse in the vicinity, curved in style allowing maximum strength for the amount of material used.

The contractor and several assistants presented themselves on the first morning, and with the assistance of a few students, the floor sills were laid. When it came time to put down the first layer of flooring, all of the boys were released from the study hall and a small edition of a pandemonium broke out as the harassed carpenters tried to direct the activities of this group into harmless, if not actually useful, channels. By dint of much patience and forbearance this was accomplished, but by the time order was established the period came to an end and the crew disappeared into the building to attend their next period classes, and another juvenile army appeared. The carpenters sighed and began at the beginning again. This process repeated itself during the day, and for many days thereafter. However, the boys soon learned to fit themselves into the place where help was most needed, and the work became more orderly. The fathers of pupils, and others interested in the project, were of assistance through the donation of time and labor. It soon became apparent that the drain on the time of the contractor who was directing the work was going to be more than he



A TYPICAL FLOOR-NAILING CREW AT WORK
The boys worked with great zest and made up by their earnestness and vigor for their first clumsiness.

(Continued on Page 62)



They need not suffer even though school budgets may be cut!

Modernizing that school executives will find economical and efficient

COURAGEOUS cooperation is maintaining America's high standards of educational progress. Educators—school officials—Parent Teacher organizations—and parents themselves are working hand in hand that schools may function with unimpaired efficiency though school expenditures may be curtailed.

If Education reaches a standstill—progress will cease. Thus, today's budgets which call for readjustments should nevertheless provide for modern equipment—modern teaching tools.

School executives, always conscious of the pupil's mental and physical welfare, have found a way to avoid penalizing children due to economic ills. Even though school budgets may be cut, pupils need not suffer. So in 1932 budgeting provision is made for modern, posturally correct seating and desks even if funds do not permit new buildings. In that way classrooms are modernized without costly expenditure and within available funds. Pupil health and efficiency is safeguarded, for authorities agree that posturally correct seating—seating that makes it easy and natural for the pupil to sit erect—is a primary factor in the health of the pupil during the long school day, and an aid to his mental alertness.

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() Ideals and Standards of Classroom Seating

() The Buying of School Equipment () Forty Years of School Seating

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that is posturally correct and a definite aid to their health and efficiency.

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Send the coupon . . . and we will mail you free a three-color posture poster, size 17½ x 25 inches which shows children why they should sit erect. Teachers, principals or superintendents

will be supplied with a poster for each classroom on request. With them, too, any of the following authoritative, instructive and interesting booklets: "Essentials of Hygienic Seating", which shows what constitutes good and bad posture, the relation of seating to posture, adjustment of seats, desks, and lighting and seating arrangements . . . "Ideals and Standards of Classroom Seating", covering the essentials of good seating and the grade distribution of school desk sizes . . . "The Relation of Posture to Tuberculosis" . . . "The Buying of School Equipment" . . . and "Forty Years of School Seating". Please use the coupon indicating the booklets you wish.



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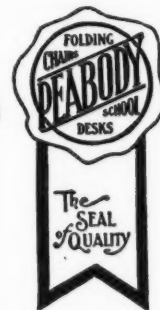
No. 200



PANAMA



No. 260



No. 810

(Continued from Page 60)

could afford, but the interest of the real-estate firm most active in the development of the community was enlisted, and this one man was paid regular wages by the firm. Carpenter help was also employed for framing the trusses for the roof and for hanging the windows and doors, but the total paid labor did not equal \$100 for the whole project. About 90 per cent of the work of nailing, erecting studding, and other straight hammer-and-saw work was done by the high-school students during their study periods. If there are a few poor joints, and a few hammer marks where nails are not, it matters very little. In all of the construction there was no single accident more serious than that of a sliver in the hand.

Five weeks exactly from the day the foundation was leveled the building was dedicated by housing the annual senior class play, and for the first time in several years there was room enough to seat all in comfort.

Necessarily, the expansion of the size of the project and the extension of the service to include dramatics as well as athletics led to additional expense. The first plan had included only minor lighting arrangements and no heat at all, unless by steam pipes arranged along the walls. Both these plans were modified extensively. The lighting arrangement for the stage was made quite complete, so as to carry safely the maximum load of flood lights and fixtures. Dozens of electric outlets were provided, all safely wired. An ingenious wooden trough, suspended in an inverted position and wired for two separate circuits, provided two colors of upper floodlights, and footlights were similarly wired. Twelve outlets were provided on the trusses for the "house lights," each with a capacity of 1,000 watts, and these were wired to the switch panel in pairs, though in practice 300-watt globes in each socket have proved adequate. The cost for electric materials and installation was about \$175,

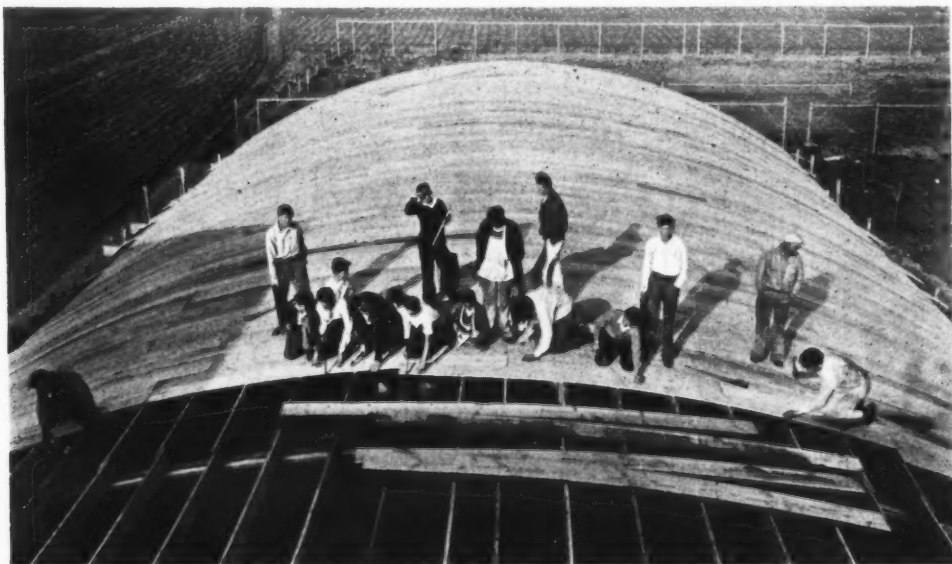
which was almost exactly the amount received in gate receipts at the dedication play.

The heating proved a more serious problem, and for a while was a cause of concern. An estimate of the cost of installing radiators was a shock, as it amounted to almost as much as the cost of the lumber. Fortunately the heating plant in the high-school building was of ample capacity and no additional boiler expense was involved. Providentially, the salesman of a fan-unit heater called, and was given an opportunity to make an estimate. It had previously been estimated that about 1,400 square feet of radiation would have to be provided. The salesman recommended a large unit installation in the corner of the building nearest the general heating plant, which would involve only about 20 feet of steam and drain leads. The estimate on the cost of this plant installed was \$350, a large sum since all of the money that was borrowed had been spent and about \$500 besides. However, it was too late to waver so the order was placed. By this time it was so late that only by extraordinary luck could we hope to get the heater installed in time for the dedication. Railway freight officials all the way between Spokane and Pittsburgh have ample reason to remember that heater. It arrived in Spokane the day before the play, and by noon on the final day was installed and ready to operate.

There was considerable skepticism as to the ability of the unit to heat the 137,000 cubic feet of air, and to make our concern more poignant, the weather turned colder. However, we need not have worried. The lumber had all been damp and the air in the room was damp, and four hours after the steam was turned into the unit, the room was comfortably warm. There have been later occasions with drier air and with below-zero temperature that the room can only be maintained at a comfortable temperature by keeping the fan in operation, and as it makes some noise at high speed, this is not desirable during singing or speaking entertainments. But on most occasions the unit is of ample capacity.

Borrowed money usually must be repaid. The building was now complete and ample for immediate needs, but there was against it \$1,960, and

(Concluded on Page 64)



THE CURVED ROOF WAS PUT ON BY THE BOYS WITHOUT A SINGLE ACCIDENT

They'll all be back in school... and they must have books



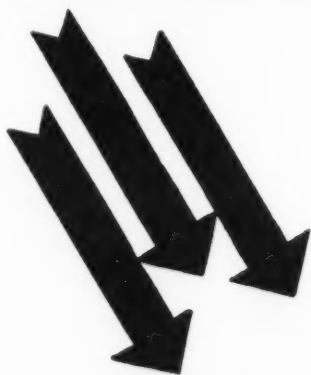
"One of the impressive facts about the textbooks in use in our schools is the relatively small cost of these books as compared with other necessary means of instruction." For example, latest available figures show that the cost of books per pupil enrolled in all of the elementary and secondary schools of 175 cities amounted to only \$1.73 for the 1929-30 year.*

Compared with other items of the school budget, this amount is insignificant. It is made possible only by the fact that textbooks made according to modern standards and bound in Binders Board will give 3 to 5 years of service under the severest conditions of use. Rebinding in Binders Board will double the life of the book at nominal cost.

Increased costs of school systems cannot be traced to higher prices for books — actually the proportionate cost of books to total current school expenses (even with capital outlay excluded) has been decreasing since 1920, in spite of the fact that modern practice requires more books per pupil now than formerly.

School enrollments will show no decrease this year, nor next year, nor the year after. The children of your community will all be back in school this fall and they must be educated. Have you the books they need?

*Quotation and figures from 30th Year Book National Society for the Study of Education.



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No. 955 Note Book Case



No. 990 Apparatus Case

(Concluded from Page 62)

that is quite a debt for a student body of 250. The board of school directors, which up to this point had had no active part in the affair except to grant the students the privilege of hooking another building on to the district's school, were easily persuaded to settle the bill for the heater, since that item will be as useful when the permanent gymnasium is built as it is now. Then the students voluntarily assumed a one-dollar assessment to meet immediate bills. This money was rather slow in coming in as the Christmas season was approaching. However, through receipts at student functions and from an entertainment for gymnasium benefit sponsored by the patrons of the school, all of the open-account debt was met before the close of school in the spring, and a substantial payment was made on the note at the bank. With the opening of school for the present year, the note plus interest amounted to \$860, or only about one half of the original cost to the students for the structure. Since then we have paid off \$50 monthly and have met our interest payments.

The project has been a big responsibility, but no one will say that it has not been worth the effort and worry. It is homemade, a rather rough diamond, but in its erection there was a great deal of practical educational value, and its completion has demonstrated effectually the value of self-help in attaining desired ends. Perhaps the recounting of this experience will suggest a means for someone else to meet a similar situation.

School Board News

ILLITERACY IN THE UNITED STATES

Illiteracy is being steadily reduced in the United States according to a recent statement by the Bureau of the Census. The per cent of the illiterate population of the United States has dropped from 13.3 in 1890 to 4.3 in 1930.

The Census Bureau defines as illiterate any person ten years of age or over who is not able to read or write either English or any other language. The house-

to-house canvass of the 1930 census involved a definite check of the literacy of all persons, and revealed the fact that 4,283,753, or 4.3 per cent of the total population 10 years old and over were unable to read or write. Of the whole number returned as illiterate, 420,538 were under 21 years of age while 3,863,215 were 21 years and over. The percentage of illiteracy for the group 10 to 14 years old was 1.2. For the oldest group, 65 years and over, the percentage of illiteracy was 9.7.

It is interesting to note that the white population was 2.7 per cent illiterate. The native white population was 1.5 illiterate. White persons of native parentage were 1.8 per cent illiterate, while native white persons of foreign or mixed parentage were only 0.6 per cent illiterate. Foreign-born persons were 9.9 illiterate, Negroes were 16.3 illiterate, and other races, neither white nor Negroes, were 25.0 illiterate.

In general the urban population showed a lower percentage of illiteracy than the rural population. In the cities the illiteracy of persons 10 to 14 years of age was three tenths of 1 per cent, while in the country it was 2.5 per cent. Similar differences existed in all of the age groups.

SCHOOL ATTENDANCE IN THE UNITED STATES

The United States Bureau of the Census has issued interesting figures on school attendance, gathered from the 1930 census. On the basis of the returns the population of the United States from 5 to 20 years of age was 38,387,032, and of this total the surprisingly large number of 26,849,639, or 69.9 per cent, were attending school. The increase is remarkable over 1920 when 64.3 per cent were in attendance at school. The largest increases were made for the ages 15 to 20.

For most of the younger ages the percentage attending school was higher for the native white of foreign or mixed parentage and the foreign-born white than for the native white of native parentage, while for the older ages, 16 and over, the percentage attending school was higher for the native white of native parentage. For children 5 years of age the percentage attending school was 18.7 for native white of native parentage, 29.6 for native white of foreign or mixed parentage, 30.9 for foreign-born white, and 12.7 for Negroes. For 16 years of age the percentage attending school was 69.4 for native white of native parentage, 64.7 for native white of foreign or mixed parentage, 66.2 for foreign-born white, and 55.3 for Negroes.

In the total population, for each year of age up to 13, and for ages 16 and 17, attendance rates were higher for females than for males; at age 14 the rates

were practically the same for both sexes; and at ages 15, 18, 19, and 20, attendance rates were higher for males than for females.

SCHOOL BOARD NEWS

♦ Piqua, Ohio. The school board has announced that the schools will be operated as usual, for a full nine and one-half months, despite strict economy necessities.

♦ Waukegan, Ill. The school board has proposed a shortening of the school year, as a measure of economy. Under the economy plan, the school dates for starting and closing the schools will be changed, so that teachers when working, will be employed for full months and not paid for part months as in the past. Formerly, teachers worked only part of June and September, but were paid for an entire month in each case.

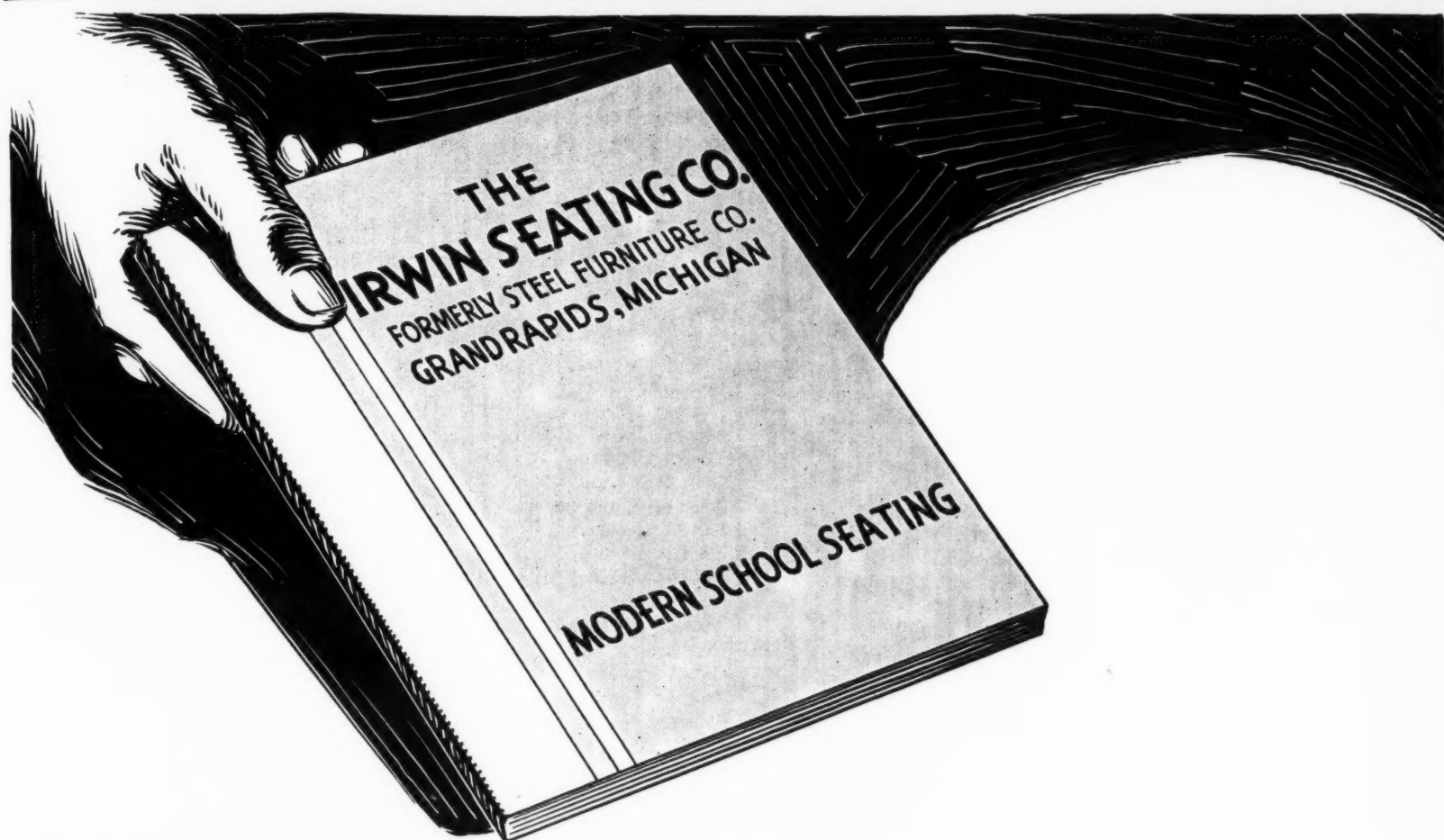
♦ Belleville, Ill. The board of education has established a textbook agency, with Prin. H. V. Calhoun in charge. The new plan provides for a reduction in the price of new books and is intended to save money for the parents of school children.

♦ Longmeadow, Mass. The school board has recently ruled that postgraduates in the schools must pay their own tuition and transportation expenses during the school year 1932-33. The action will save the town from \$2,000 to \$4,000 a year.

♦ Detroit, Mich. The city schools will be closed one month earlier next year, under new plans adopted by the school board to conform to the mayor's five-day-week plan. Under the plan, teachers will continue to receive their salaries as at present, under the 10-20 per cent reduction, but will receive no pay for June, 1933. The estimated saving under the plan is approximately \$2,000,000, which with the additional saving in salaries of twelve month employees, will produce a total saving of \$2,300,000. This leaves a remainder of \$500,000 or more in the \$2,814,160 total reduction sought from the school board.

♦ Minneapolis, Minn. The school lunchrooms were operated last year with a loss in revenue of only \$36.76, according to a report presented by Miss Frances Kelley, director of lunchrooms. This was a pleasant surprise, since the school officials had believed that the loss would be fully \$5,000 due to decreased patronage.

The actual operating loss was \$2,000, but nearly all of this was made up from the regular 3.5 per cent reserve fund which is taken from the revenues each year. The total operating cost was cut \$4,900 through a reduction of personnel. North High School, the only senior high school to show a profit in its lunchroom, took in \$1,800 more than the cost of operation,



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A Check List for Junior-High-School Buildings

Thomas J. Higgins,
Assistant, Bureau of Building Survey, Chicago, Ill.

(Concluded from August)

PRINTSHOPS

Number
Number of Pupils
Size
Ceiling Height
Glass Area
Type of Windows
Kind of Floor
Kind of Walls
Number of Doors to Corridor
Recessed in Corridor Wall
Transoms over Doors
Teachers' Case
Recessed
Special Cases
Recessed
Teachers' Wardrobe
Recessed
Number of Case Racks
Imposing Table
Worktables
Stapler
Drying Racks
Paper Cutter
Presses
Sink
Writing Board
Color
Material
Number of Lineal Feet
Corkboard
Type of Artificial Lighting
Telephone
Plug Receptacles
Radio Outlet
Clock

GENERAL METAL SHOP

Number
Number of Pupils
Size
Ceiling Height
Glass Area
Type of Windows
Kind of Floor
Kind of Walls
Number of Doors to Corridor
Recessed in Corridor Wall
Transoms over Doors
Teachers' Case
Recessed
Special Cases
Recessed
Teachers' Wardrobe
Recessed
Key Cabinet
Number of Benches
Revolving Stands
Shears Counter
Sink
Writing Boards
Color Material
Number of Lineal Feet
Corkboard
Type of Artificial Lighting
Telephone
Plug Receptacles
Gas Outlet
Radio Outlet
Clock

ELECTRIC SHOP

Number
Number of Pupils
Size
Ceiling Height

Glass Area
Type of Windows
Kind of Floor
Kind of Walls
Number of Doors to Corridor
Recessed in Corridor Wall
Transoms over Doors
Teachers' Case
Recessed
Special Cases
Recessed
Teachers' Wardrobe
Recessed
Key Cabinet
Number of Benches
Counter
Wiring Booths
Lathe
Drill Press
Grinder
Motor Generator
Panel Board
Sink
Writing Boards
Color Material
Number of Lineal Feet
Corkboard
Type of Artificial Lighting
Telephone
Plug Receptacles
Gas Outlets
Radio Outlet
Clock

HOME-MECHANICS SHOP

Number
Number of Pupils
Size
Ceiling Height
Glass Area
Type of Windows
Kind of Floors
Kind of Walls
Number of Doors to Corridor
Recessed in Corridor Wall
Transoms over Doors
Teachers' Case
Recessed
Special Cases
Recessed
Key Cabinet
Teachers' Wardrobe
Recessed
Number of Benches
Counter Shears
Grinder Lathe
Band Saw Sink
Writing Boards
Color
Material
Number of Lineal Feet
Corkboard
Type of Artificial Lighting
Telephone
Plug Receptacles
Gas Outlets
Radio Outlet
Clock

BAND AND ORCHESTRA ROOM

Number
Number of Pupils
Location
Size

Ceiling Height
Glass Area
Type of Windows
Kind of Floor
Kind of Walls
Sound-absorbing Material in Walls
and Ceiling
Teachers' Case
Radio Outlet
Clock
Small Room for Individual Instruc-
tion

CHORUS ROOM

Number
Number of Pupils
Location
Size
Ceiling Height
Glass Area
Type of Windows
Kind of Floor
Kind of Walls
Sound-absorbing Material in Walls
and Ceiling
Number of Seats
Type
Raised Platforms
Teachers' Case
Recessed
Teachers' Wardrobe
Recessed
Writing Board
Ruled
Corkboard
Unit Type of Heating and Ventilating
ing
Telephone
Plug Receptacle
Radio Outlet
Clock

HEATING AND VENTILATING

Method of Heating and Ventilating
Building Heated and Ventilated in
Units

Boiler Room
Location
Fireproof
Kind of Boilers
Coal Storage
Stokers
Fans
Kind of Power
Thermostatic Control
Air Washer
Humidifier
Height Fresh-air Intake above the
ground

SPECIAL FACILITIES

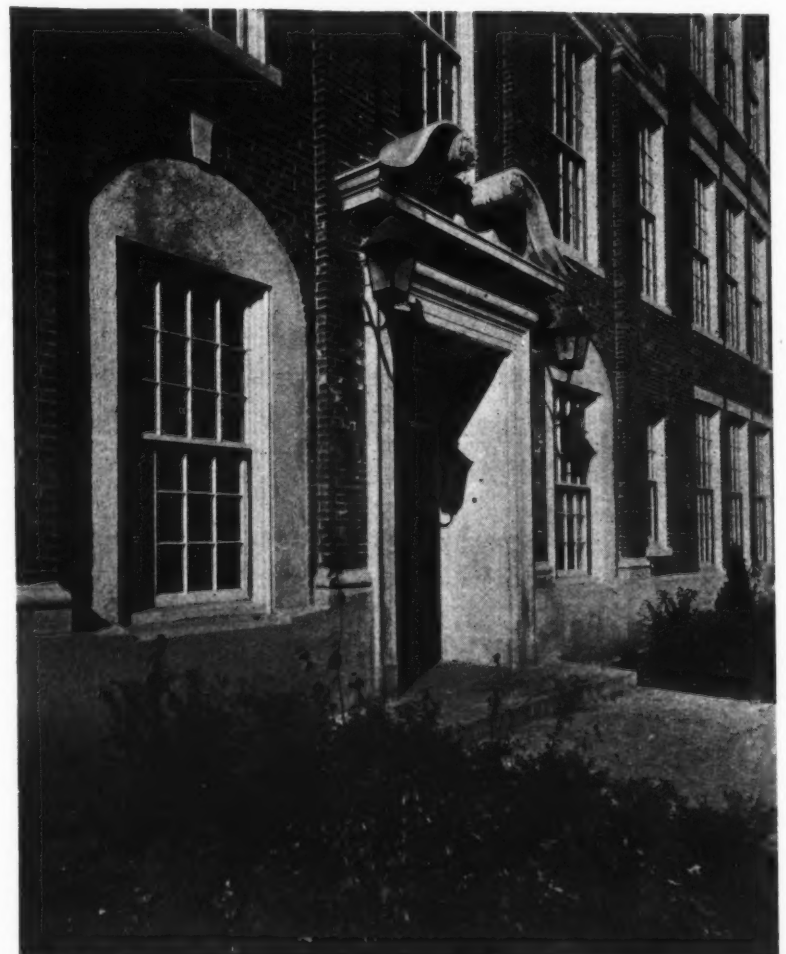
Fire Alarms
Automatic
Fire Hose in Corridors
Panic Bolts on Exit Doors
Electric Clock System
Bells in Corridor
Bells on Exterior of Building
Vacuum-cleaning System
Incinerator

SPECIAL ROOMS

Teachers' Restrooms
Teachers' Toilets
Locations
Teachers' Lunchrooms
Kitchen
Clinic
Location
Equipment
Engineer's Office
Janitor's and Help's Room
Toilets
Basement used for Classrooms

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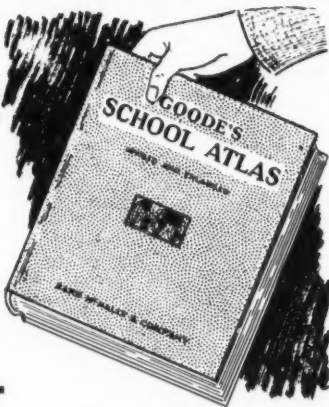
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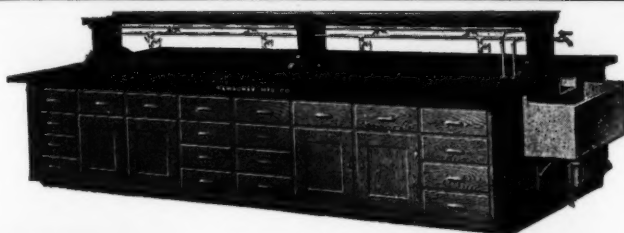
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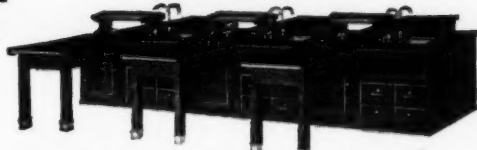
Chemistry Table No. D-764



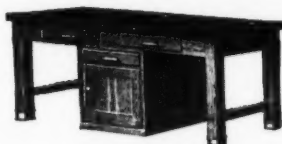
Tool and Board Case
No. L-2072



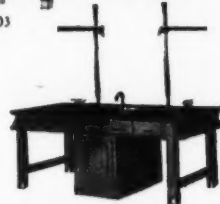
Domestic Science Table No. K-1786



Lincoln Science Desk No. D-503



Biology Table No. C-307



Combination Chemistry and
Physics Table No. D-191



Drawing Table No. L-2028



Library Table No. 5143

Personal News of School Officials

♦ DR. JOHN VANDERLAAN has been reelected as president of the board of education of Muskegon, Mich., for an eighteenth consecutive term. Dr. Vanderlaan has been a member of the board for 39 years and is entering his fortieth year of service.

♦ At a recent school election held at Willmar, Minn., Mr. A. STRUXNESS, president, and Mr. EDWARD ELKJER, were reelected as members of the school board.

♦ MR. VICTOR H. RIGGS has been elected as a member of the school board at Anderson, Ind.

♦ MR. HAYES CRIMMEL has been elected a member of the school board of Hartford City, Ind., for a term of three years. Mr. Crimmel succeeds Dr. T. C. Dodds, who has retired after serving two terms as president of the board.

♦ The school board of Topeka, Kans., has reorganized for the next year, with the election of Mr. JOHN H. LINN, as president, Mrs. D. L. McEACHRON as vice-president, Mr. H. L. ARMSTRONG as business manager and clerk, Miss ELIZABETH DONALDSON as treasurer, and Mr. G. C. KEMPTON as superintendent of buildings.

♦ MRS. HARRIET E. DARLIN is the first woman to be elected a member of the board of education of School Dist. No. 51 at Crosby, Minn.

♦ MRS. FRANK BRANDT is the first woman elected to the school board at Tyler, Minn. MRS. BRANDT and Mr. HANS C. SVENSEN were elected members of the school board for terms of three years each.

♦ The school board of Battle Creek, Mich., has reorganized for the next year, with the election of Mr. CHARLES H. DENMAN as president, Mr. W. A. YOUNG as secretary, and Mr. A. G. BUTLER as treasurer.

♦ MR. JOHN W. FRUMP, of Lynchburg, Ohio, has been elected superintendent of schools at Russellville.

♦ MR. HAROLD P. MAURER has entered upon his duties as superintendent of schools at Garfield Heights, Ohio.

♦ SUPT. U. E. DIENER, of Van Wert, Ohio, has taken a voluntary cut of 10 per cent in salary. The action was taken in the interest of economy and to place him on the same basis as the teachers.

♦ MR. C. H. OMO has been elected superintendent of schools at Uniontown, Pa.

♦ SUPT. JOHN S. FINLAY, of Edgewood, Iowa, has received his master of arts degree at the University of Iowa.

♦ MR. LESTER ENSIGER, of Van Buren, Ohio, has been reelected for the next year.

♦ SUPT. C. S. WARREN, of Lenoir, N. C., has been reelected for another year.

♦ MR. JAMES C. HARPER, principal of the high school at Lenoir, N. C., has been released from his duties in order to give his entire time to the high-school band. Mr. D. R. MAST has succeeded Mr. Harper as principal.

♦ MR. E. E. HOFT has been elected superintendent of schools at Hillsboro, Ohio, to succeed Z. M. Walter.

♦ MR. A. M. HORNBY, of Kenton, Ohio, has been elected superintendent of schools at Maumee.

♦ MR. RALPH S. SMITH, superintendent of schools at Adams, Mass., died at his home on July 6.

♦ MR. D. L. WOOD, of Biggsville, Ill., has become superintendent of the high school at Toulon.

♦ MR. CHESTER JOHNSON, of Brookville, Ohio, has been elected superintendent of schools at Georgetown.

♦ MR. H. L. SHIBLER, of Tiro, Ohio, has been elected superintendent of schools at Mt. Gilead, to succeed H. L. Ford.

♦ MR. ALLAN A. SMITH, of McGregor, Minn., has been elected superintendent of schools at Hayward, Wis.

♦ MR. LEWIS E. BELL has been elected superintendent of schools at Wooster, Ohio.

♦ SUPT. W. H. KIRK, of East Cleveland, Ohio, has been reelected for a new three-year term.

♦ MR. C. O. CHAPMAN, of Rutland, Ohio, has been elected superintendent of schools at Pomeroy, to succeed C. N. Wagner.

♦ MR. ARLOW WELLING, of Tecumseh, Mich., has been elected superintendent of schools at Frontier.

♦ MR. G. B. HAVERSON, 62, formerly superintendent of schools at Monroe, Wis., died in Milwaukee, on July 23. Mr. Haverson had been an instructor in the School of Engineering for the past twelve years.

♦ MR. W. C. ROBERTS, Racine, Ohio, has been elected superintendent of schools at Shawnee, to succeed T. K. Owens.

♦ MR. H. L. FORD, of Mt. Gilead, Ohio, has been elected superintendent of schools at Port Clinton.

♦ MR. C. P. HENDERSON has been elected superintendent of schools at Irondale, Ohio.

♦ MR. RUSSELL ERWINE, of Akron, Ohio, has been elected superintendent of schools at Steubenville.

♦ MR. C. R. BETZER, of Glenrock, Wyo., has been elected superintendent of schools at Deaver.

♦ SUPT. A. M. WISNESS, of Willmar, Minn., has been reelected for a fourth consecutive term.

♦ SUPT. F. E. CONVERSE, of Beloit, Wis., has retired after 35 years of service.

♦ MR. J. J. DEETZ, of Independence, Ohio, has been elected superintendent of schools at Johnstown for the next year. He succeeds W. V. Read.

♦ MR. C. MULDER has been elected superintendent of schools at Blissfield, Iowa.

♦ MR. C. L. SHAFFER, of Convoy, Ohio, has been elected superintendent of schools of Van Wert county, to succeed D. R. Bendure.

♦ The board of education of Buhl, Minn., has reorganized for the school year 1932-33, with the election of Mr. M. H. MONTGOMERY as president, Mr. EMIL LARSON as secretary, and Mr. T. W. SHERADY as treasurer. The other members of the board are Dr. A. W. SHAW, Mr. WILLIAM McCABE, and ATTORNEY L. R. SIMONS.

♦ MR. A. W. WEIGL, of Chetopa, Kans., has been elected superintendent of schools at Picher, Okla.

♦ SUPT. G. D. SMITH, of Stillwater, Minn., has been reelected for another year.

♦ MR. T. W. FICLEY, of Alger, Ohio, has been elected superintendent of schools at Glouster.

♦ MR. H. W. BLAKE has been elected superintendent of schools at New Canaan, Conn., to succeed H. W. Saxe, who recently retired.

♦ MR. E. M. CLEMENSON has taken up his duties as superintendent of schools at Cumberland, Ohio.

♦ DR. F. G. STEVENSON, of the University of Michigan, has become superintendent of the LaSalle-Peru Township High School and Junior College at LaSalle, Ill.

♦ MR. O. C. MEYER, of Piqua county, Ohio, has become superintendent of schools at Iro, where he succeeds H. L. Shibler.

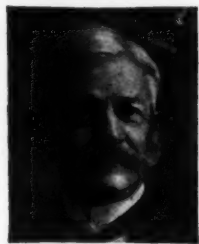
♦ DR. E. J. MARTIN has been elected president of the board of education at Covington, Ind.

♦ MR. A. H. SIELKEN has become superintendent of school buildings and grounds at Indianapolis, Ind.

♦ MR. M. E. WEST and Mr. R. W. MILLS have been elected as new members of the board of education at Fond du Lac, Wis.

♦ MR. E. O. SLOAN has been elected to the board of education at Bremen, Ohio. He succeeds Mr. A. L. Jones.

♦ MRS. R. H. HALE has been elected a member of the board of education at South St. Paul, Minn.



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Book News

Correct English—Second Course

By William M. Tanner. Cloth, 596 pp., illustrated. Price, \$1.60. Ginn and Company, Boston, Mass.

This textbook for high-school use is planned to arouse the student's interest through both motivation and clearness of presentation. The subject of "outlines" is especially well handled from this point of view. The full-page boxed talks at the beginning of some of the chapters put the "case" clearly before the student's judgment. The directions to the student for checking his own work are concise and clear.

Some of the assignments provide for such socializing devices as dividing the class into groups with a chairman for each group, but the use of the book is not, by any means, restricted by particular devices.

The author is to be commended for his method of choosing a few examples to illustrate principles and of referring to these again and again until the student has mastered the principles they exemplify.

Perhaps there might have been found particular examples of the short story and the drama better suited to young readers than are the ones chosen. And among the minor examples in the chapter on "Choosing the Effective Word," there is one very objectionable descriptive sentence. Then, too, a teacher must be very judicious in recommending magazines to his pupils. Some of those referred to cannot be placed safely in the hands of the young even though they may contain some useful material.

The chapter on "Using the Correct Word" develops this topic at length clearly with many concrete examples. The same is true of letter writing. Some teachers will not agree with the author in the use of the comma rather than the colon after the salutation in friendly letters. Why should the logical punctuation mark, after an introductory expression be limited, for letter writing, to business and formal social correspondence?

The Superintendent at Work in Smaller Schools

By R. V. Hunkins. Cloth, 402 pages. Price, \$2. D. C. Heath and Co., Boston, Mass.

The author, who is a superintendent in a small South Dakota town with much practical experience behind him, comes forward with a timely and instructive book. He proceeds upon the belief that the

larger the city the more remote is the administration of the schools from the classrooms and its problems, and that the school superintendent's leadership resides in his ability to convince the school authorities and not in his ability to avoid issues.

The opening chapter deals with the board of education and the superintendent's ability to work with that body. He outlines two types of superintendency attitudes. The one aims never to cross the board of education even though its policies and departures run in the wrong direction, while the other is clear on the scope and function of his job and tactfully seeks to realize the objectives of his office. The author here says:

"The superintendent should, of course, do all in his power to influence the decisions of the board of education in the direction of genuine school progress. But he cannot in the nature of things assume dictatorship and denied a dictator's power, he cannot rightfully attempt to gain the same ends by stratagem or subterfuge. The point made here is that he must, for the sake of a wholesome development of power, guard himself from the beginning against any temptation to engage in these wrong practices."

The author points out in several lucid illustrations the untactful things an overzealous and injudicious superintendent is liable to engage in. At the same time he analyzes the psychology which obtains in the relationships between board and superintendent. He warns against friendships that become too intimate and may lead to a social rupture, and adds:

"There is, however, a level of friendship that is spontaneous and wholesome but not intimate. It is exemplified by contacts that are happy but casual—incidental to the general run of social and professional intercourse. This kind of friendship between superintendent and board members is undoubtedly conducive to good professional relationship and is bound to bring beneficial results for the schools. To be blessed with such a happy social relation to board members, a superintendent must cultivate in himself a spontaneous cordiality and good will toward all with whom he associates, including the members of his board."

A chapter is devoted to the employment of teachers and the part which the superintendent must play in such a procedure. Again the author defines with a remarkable clearness the scope and function of both the superintendent and the school board.

The author enters seriously into all the phases of the school administrative service. The subjects of finance, building, equipment, upkeep of school property are discussed with a master hand. Office organization, too, receives attention.

The author then turns his attention to the professional labors. The chapters which here follow deal with courses of study, standards of supervision, direction of pupil welfare, and the like.

Among the most important chapters are those concerning themselves with community contacts and stimulating right educational thinking on the part of the citizenship.

A Practical Teacher of Public Speaking

By H. M. Doxsee. Cloth, 243 pages. Price, \$1.32. Bruce, Milwaukee.

An experienced teacher of English and public speaking has prepared this useful book for classroom use in high school. The author has taken special care to present the subject matter in such a manner that an inexperienced teacher can use it with profit.

The book contains sufficient material for a semester, or a full year of study and may be used as a basal text for public-speaking classes in high-school grades. It is planned that the student shall limit himself to public speaking in the classroom, but that he make use of his ability in gatherings, in clubs, and societies where he may be called upon to speak.

The book takes up in detail not only public speaking, but also the principles of sales talks, argumentation, public extemporaneous speaking, after-dinner speaking, and conduct of public meetings.

Planning and Building the City of Washington

By Members of the Washington Society of Engineers. Edited by F. H. Newell. Cloth, 282 pages. Price, \$2. Pansdell, Inc., publishers, Washington, D. C.

The planning and the development of the capital city is here described by a group of engineers who are familiar in a professional way with all of the technical aspects of the subject. The introductory chapters outline Washington's connection with L'Enfant's plan and describe the latter's work which was quite unappreciated during his lifetime. For school use the book contains too much material that will interest engineers only. Classes in civics, economics, and geography will find much reference material to illustrate good principles of city planning, sanitation, transportation, social service, etc.

Learning to Spell

By W. H. Coleman, H. L. Donovan, G. W. Frazier, A. J. Stoddard. Elementary Book, 48 cents; Advanced Book, 36 cents. Hall & McCreary, Chicago, Ill.

The authors of these new spellers claim for them five especial points of merit: They show that the vocabulary has been developed by combining the results of



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the scientific studies of the past twenty years. Second, they argue that the placement of words is based upon all available objective findings—from standard tests, courses of study and textbooks, and verified trials in the classroom. Third, they hold that the three days' cycles—consisting of (1) assignment and group study, (2) individual study and teacher test, (3) self-test and restudy—affords a natural and effective method. Fourth, they point to the reviews as a constant means of checking results and of keeping up interest in achieved results.

The books secure in the arrangement of lessons and the grouping of words more than the usual amount of interest found in even modern spellers. The tests have elements of novelty that are an undoubted aid in arousing ambition to succeed in written as well as oral work.

The World We Live In

By Louis Weinberg, Zenos E. Scott, and Evelyn T. Holston. Cloth, 266 pp. Illustrated. 92 cents. D. C. Heath and Company, Boston, Mass.

This book is an introduction to the social studies (geography, history, and civics) for the intermediate grades. The first two chapters take the pupil around the world by airplane for a bird's-eye view. Part II, Working Together: Past and Present, deals with natural resources and man's use of them. Then follow chapters on food, clothing, homes, transportation, communication, and tools.

The illustrations are from drawings which the authors consider better for the purpose than photographs. Some are made from articles in museums; others are of the diagrammatic or cartoon type. There are, of course, a number of maps, also in outline form.

There is a need for a book of this kind. The present volume has been tested out in an experimental edition, and is evidently usable. It was unnecessary to include in the foreword to the children, the general statements implying that all primitive men were savages.

Commercial Law

By P. B. S. Peters and D. A. Pomeroy. Cloth, 431 pages. Southwest Publishing Company, Cincinnati, Ohio.

This is the third edition of a widely used text for secondary schools and colleges. The authors have retained the best features of the previous issues, but have rearranged them in order to bring into earlier consideration the simpler subjects of sales, bailments, carriers, and to postpone until well into the middle of the course the two difficult topics of negotiable instruments, suretyship and guaranty. The work has been brought up to date by the use of recent case problems,

questions based on present-day business situations, and citations from recent court decisions. Perhaps the most important value of the book is the simplicity and directness of the definitions and discussions.

Shining Star, The Indian Boy

By Hattie A. Walker. Cloth, 224 pages. Price, 75 cents. Beckley-Cardy Co., Chicago, Ill.

This book has been written in response to a demand for simple reading material for first and second-grade that will be true in content and educative. The story of the wanderings of Shining Star and his companion Eagle Feather, is informative, contains much material for creative work and handwork, and will help in vocabulary building.

Good Manners for Young Americans

By Charles E. Skinner. Cloth, 128 pages. Price, 75 cents. Beckley-Cardy Co., Chicago.

While this book is addressed to children in the junior and senior high schools, its language, typography, and illustrations give the impression that it is intended for grades five and six. Its purpose is to teach good manners as a desirable habit of life rather than mere conventions. The purely informational units dealing with manners as such, are helpful, but so many nonessentials are introduced relating to safety, the etiquette of the flag, etc., that the main purpose is often lost sight of, and the work is confused. The sections on morality are of the sentimental, generalized, and in spots goody-goody type that begin nowhere and can have no effect when trial and temptation come. The interesting photographic illustrations do not always illustrate the points intended to be shown.

General Science for Today

R. G. Watkins and R. C. Bedell. Cloth, 369 pages. The Macmillan Company, New York, N. Y.

A text for high schools, in which the theories of science are more strongly emphasized than in any existing text. It is to be feared that the many categorical statements will mislead many students to consider hypotheses and theories as fixed facts.

Standards for Junior High School Buildings

By N. L. Engelhardt. Paper, 168 pages. Published by Teachers College, Columbia University, New York City.

This work has been developed to accompany the Strayer-Engelhardt Score Card for Junior High School Buildings and reports the best opinion of the Strayer-Engelhardt and Teachers College group of students of schoolhouse planning and construction. The work aims at completeness and aims to improve the quality of junior-high-school buildings by setting up rather higher

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levels of attainment than are possible in any single building. The book will be found valuable for checking any plans of new buildings even though a few of the standards are clearly developed from academic studies.

Youth Teeth and Their Care

By Carl W. Adams. Cloth, 141 pages. Price, \$1.25. C. V. Mosby Co., St. Louis, Mo.

An experienced dentist has prepared this untechnical statement on the structure and function of the teeth, and means which are available for oral hygiene.

The book should be of interest to teachers and helpful in school libraries for collateral reading. Probably the most useful chapter is the last, entitled Dentistry and Dental Procedures, explaining the work of the dentist and the common materials which he uses in repairing oral decay and disease. Two further chapters which are valuable discuss pyorrhea, and the relation of diet to oral health.

PUBLICATIONS RECEIVED

School Funds on Deposit: Protection and Interest Rates. Circular No. 8, June, 1932. Issued by the department of research, National Education Association, Washington, D. C. Loss of school funds through unprotected bank deposits comes as a disaster to many school systems. This latest circular of the research department outlines methods for protecting school funds, as reported in May, 1932, for 38 large cities. The summary of the findings in the study shows that the most common forms of protection are: (1) surety bond or collateral security given by the bank—6 cities; (2) surety bond and collateral security given by the bank—6 cities. Interest rates, it was found, are calculated in a majority of cities on the basis of the average daily balance. The rates of interest reported are from 2.0 to 2.9 per cent. A bibliography at the end of the report lists the several discussions on the protection of school funds and the securing of full interest on deposits.

The Prediction of Population and School Enrollment in the School Survey. By Leo M. Chamberlain and A. B. Crawford. Paper, 27 pages. Published by the College of Education, University of Kentucky, Lexington. The present bulletin aims to evaluate methods of forecasting population for school purposes. Unpredictable factors and unavailability of important information frequently produce extreme errors regardless of the method employed. The study demonstrates specifically that one method of predicting is now and will always be uniformly superior to another, but will provide evidence of the relative



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accuracy of the various methods as shown by predictions made and now available for checking, predictions which school boards and administrators will accept regardless of unpredictable factors and disturbing elements. Upon the bases of these they will be encouraged to develop educational and building programs involving large expenditures of public funds. The results of the study show that simple and direct means for predicting school enrollments must be substituted for time-consuming procedures of a technical nature until the superiority of such procedures can be definitely demonstrated. A direct analysis of school facts, with only incidental attention to total population trends, promises the best basis for school predictions. Finally, the difficulty of accurate prediction under any circumstances, must be recognized, and the original estimates must be promptly and continuously altered in terms of newly discovered facts.

The Cleveland English Composition and Grammar Test. For grades 7 to 12—Form A. By Clarence Stratton, William L. Connor, and Frank A. Redmond. Price, 6 cents. Houghton Mifflin Company, Boston, Mass. The material includes the test and the manual of directions for use in giving the test. The tests are intended to measure the pupils' command over certain facts and skills in English composition and grammar and to measure it with precision and reliability.

The Purdue Placement Test in English. For high schools and colleges—Form B. By J. H. McKee, G. S. Wykoff, and H. H. Remmers. Price, 12 cents. Houghton Mifflin Company, Boston, Mass. The material includes a test folder, suggestive exercises for use in giving the test, directions for administering the test, and an answer booklet.

Carnegie Mental Ability Tests. By Glen U. Cleaton. For high school and college students. Price, 12 cents. Houghton Mifflin Company, Boston, Mass. The test is designed to measure the speed and accuracy with which pupils think and act. The material includes the test folder, sample exercises, instructions for giving the tests, and an answer booklet.

Howe-Kyte Diagnostic Record of Teaching. By Geo. C. Kyte. A record form and manual of directions for using the test. Price, 15 cents. Houghton Mifflin Company, Boston, Mass. A constructive means for improving the teacher's efficiency. It will be helpful to the supervisory officer in aiding student teachers, beginning teachers, weak teachers, and even superior

teachers in becoming more skillful in their work. The record is in three parts, the teaching procedure, the pupils, and the teacher, and each section contains items pertinent to a comprehensive diagnosis.

Survey Data Book for Public School Janitorial-Engineering Service. By N. L. Engelhardt, Charles E. Reeves, and George F. Womrath. Paper, 80 pages. Published by Bureau of Publications, Teachers College, Columbia University, New York City. This is an extensive outline for judging the work of janitor-engineers. It provides an inclusive plan for examining school buildings and passing upon their condition from the standpoint of maintenance and cleaning. The form will be found of great value to secretaries of boards of education and others who must supervise janitors' service and establish standards of cleanliness, etc., in buildings.

Rules and Regulations for the City Schools of Manhattan, Kans., for the year 1932-33. The rules cover the organization and procedure of the board, the organization of the schools, and the appointment and compensation of teachers.

A Critical Analysis of the Present Status and Significant Trends of State Education Associations of the United States. By Albert B. Crawford. Paper, 155 pages. Bulletin No. 4, June, 1932, University of Kentucky, Lexington. The study was begun to make a complete analysis of the present status of state education associations and to point out the significant trends as revealed by the changing aims, the objectives, and the achievements of the associations. The study contends that a majority of the associations have passed through those stages of organization and have now reached the period during which they will be able to become a vital factor in public education. The final conclusion is that the teachers and the educational associations should be more aggressive in exercising a continued social pressure which will mold and expand group consciousness on educational issues. The state associations should do more to mold public opinion and to create educational sentiment, both of which are so essential for intelligent school legislation and control.

Providence Inventory Test in Music. By R. D. Allen, W. H. Butterfield, and Marguerite Tully. World Book Co., Yonkers, N. Y. At a time when the value and efficiency of all instruction is being tested, a valid test of achievement in music will be particularly useful to schoolmen and teachers. The Providence music test is based upon essentials covered in numerous

courses of study and is a reliable measure for use in grades four to nine. The material includes the manual of directions, the test, and directions for scoring by the teacher.

A Handbook for Boards of Education. By J. C. West, L. H. Dominick, and A. L. Arneson. Paper, 46 pages. Published by the authors, at Grand Forks, N. Dak. This useful little booklet has been prepared by three administrators experienced in school affairs and is intended to give an insight into the general practices of school boards and those principles of school administration which experience and observation have proved to be wise and practical. The material is offered by the authors in the hope that it will offer practical suggestions for making the work of the school administrator more effective. The booklet takes up in detail such definite matters as school-board organization and functioning, duties of school-board members and superintendents, and school publicity.

Safety Education in Schools. Section III-C, paper, 61 pages. Price, 50 cents. The Century Company, New York City. This report prepared by Dr. Thomas D. Wood, is the summary of the work of the subcommittee on safety education in the schools. It presents the findings of an extensive investigation into the work of safeguarding school children and of educating both children and the community in desirable habits and attitudes of safety. The material presented consists of administration of safety education, methods and material for teaching, extracurricular activities, and assistance to the schools by national and local organizations. A complete bibliography is appended at the end of the booklet.

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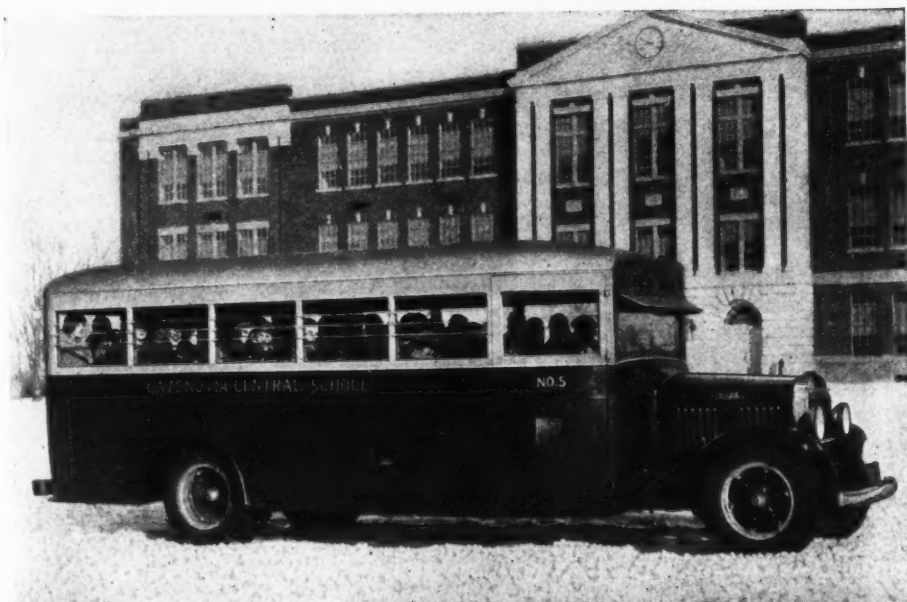
A source of help and inspiration to teachers of English is *Word Study*, a monthly leaflet issued during the school year by G. & C. Merriam Company, Springfield, Mass. A staff of trained specialists in English is continuously at work to keep *Webster's International Dictionary* abreast of the latest changes in English usage. These editors necessarily make extensive studies of important aspects of English grammar, spelling, etymology, pronunciation. Some of the results of these studies are presented monthly in *Word Study* for the benefit of teachers and pupils. Much of the information is directly of value for teaching; all of it is interesting and illustrates the wealth and growth of the English language. *Word Study* will be sent without cost to any school authority or teacher.



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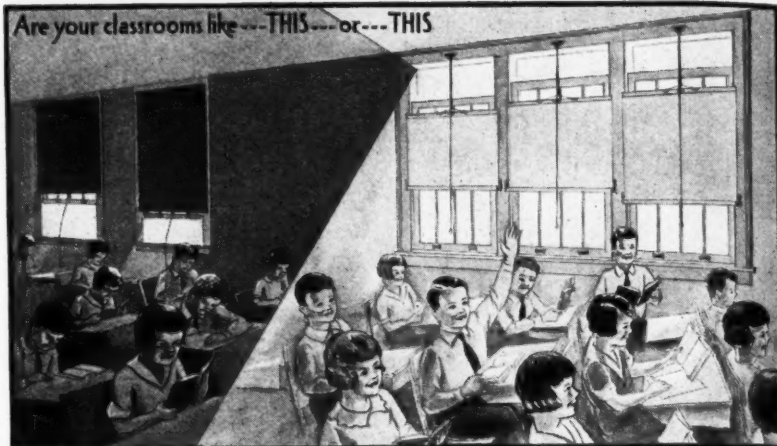
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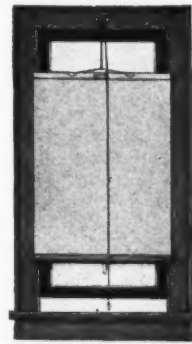
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PUBLIC-SCHOOL AUDITING PRACTICES IN THE UNITED STATES

(Concluded from Page 43)

4. The officials named in paragraph 3 should also design uniform audit report blanks and a full complete set of instructions and definitions. All technical procedures should be left to the auditing department.

5. The auditor's reports should be made in triplicate so that copies may be sent to the local school board and to the state education department.

6. The local school board should be required to publish a good résumé of the audit and include all criticisms, commendations, and recommendations.

7. The state should retain the privilege of auditing local school accounts whenever conditions seem to warrant.

8. The state auditor should be a highly trained accountant. All his assistants should have special training in accounting and business procedures. The financial records of all governmental activities should be audited by the state auditing department. The functional or departmental administrators and their respective boards should determine general policies and write out complete instructions and definitions which will enable the auditor to make the kind of audit which will help most in the efficient management of state affairs.

9. When a state official audits a local activity, the report should be made in triplicate so that copies may be left with the local board or office and with the corresponding state department. This report should be published locally.

10. When a state auditor audits a state activity, copies of the audit should be sent to the department concerned and to the governor of the state. The report should be published by the state in proper manner.

11. In case of the state education department, the chief school official should employ a trained man to study and interpret the audit reports of local school units and to sift out the data that would be useful in determining general school policies.

SHORT VERSUS LENGTHY BOARD MEETINGS

(Concluded from Page 24)

understanding of more vital matters by oral presentation. The chief difficulty with such a plan lies in the fact that one never can tell what diabolical trifle later on may become the subject of spirited inquiry. The weight of evidence seems to be in favor of the oral method and a return to the lengthy school-board sessions. This plan, while it will take one away from the golf course and the bridge table to a greater extent, nevertheless, is more likely to insure calm, peace of mind, understanding, and support, amid the inquisitiveness that characterizes periods of financial depression.

LOGICAL BASIS FOR DETERMINING THE VOLUME OF AIR TO BE CIRCULATED IN CLASS-ROOM VENTILATION

(Concluded from Page 45)

of outdoor air required. There is, however, much evidence to indicate that of the total volume of air circulated the quantity taken from outdoors can reasonably be reduced to one third of the total volume circulated, except when larger percentages are required to prevent overheating.

When the volume of outdoor air is reduced, automatic means should be provided to increase the volume to be taken from outdoors as required in the removal of heat, so that if and when required the total amount of air circulated may be from an outdoor source.

Summary

These investigations have established the following facts pertaining to class- and recitation-room ventilation:

First, that the volume of air to be circulated may be determined upon the basis of heat removal in which the temperature of the air circulated is limited to a drop of 10 degrees below the desired room temperature.

Second, that this volume will be 27½ cubic feet of air per minute per occupant in the average room for high-school activities, and 23 cubic feet per occupant for elementary grades.

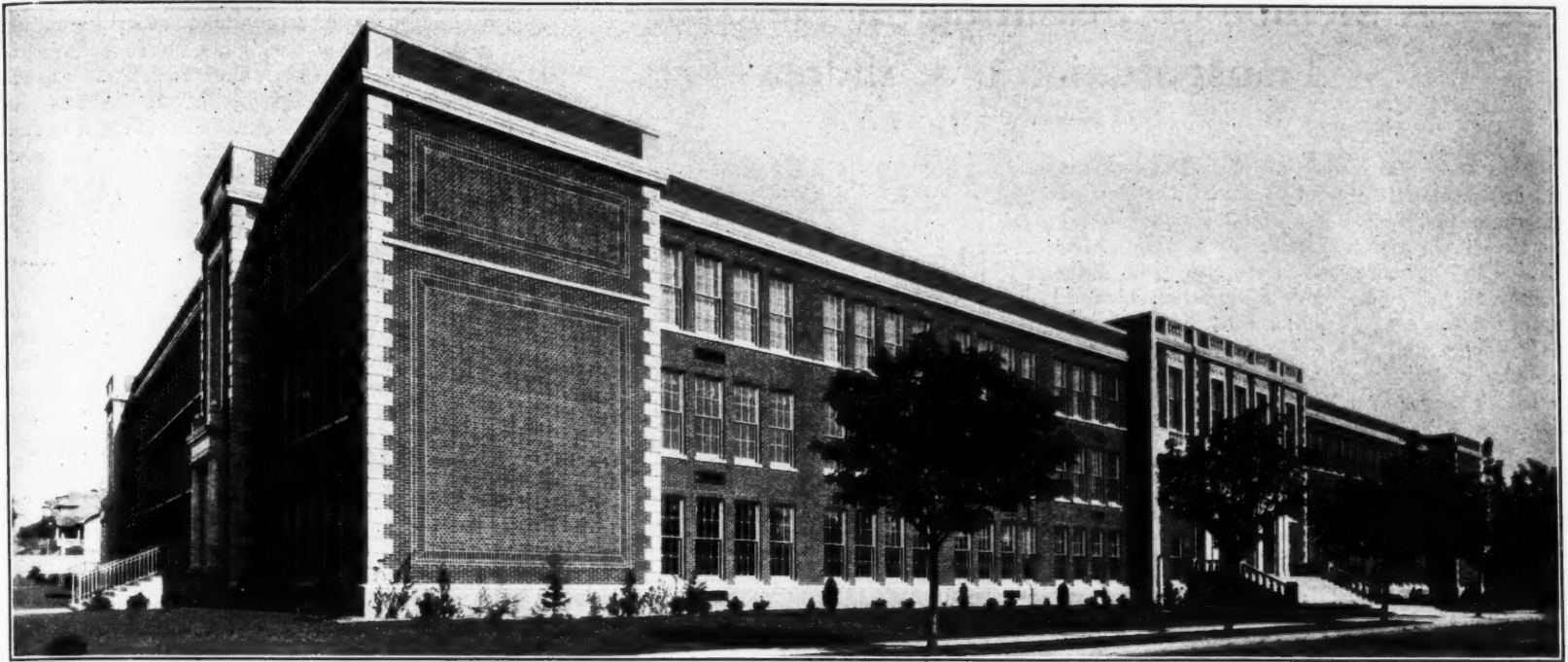
Third, that air cannot be circulated in a sufficient quantity and at a velocity to produce proper air motion at a temperature lower than 10 degrees below room temperature without creating objectionable drafts.

Fourth, that this volume of air, although limited to a minimum temperature of 10 degrees below room temperature, is sufficient to prevent overheating even in rooms exposed to the direct rays of the sun, so long as the outside temperature is below 60 degrees.

Fifth, that by circulating this quantity of air and by establishing this minimum air-stream temperature, air motion and heat distribution will be such that the maximum variation in temperature throughout the occupied area of the room will not be greater than 2 degrees Fahrenheit.

Sixth, that automatic control of both room and air-stream temperatures is essential.

♦ MR. HENRY B. WILSON, former superintendent of schools at Berkeley, Calif., and Decatur, Ill., died on August 16 at Berkeley. Mr. Wilson went to Decatur, in 1907, where he remained for six years. In 1913, he resigned to accept the superintendency at Topeka, Kans. He remained until August, 1918, when he went to Berkeley. In February, 1928, he became national director of the American Junior Red Cross, with headquarters in Washington.



A WELCOME SHINES FROM THEIR WINDOWS

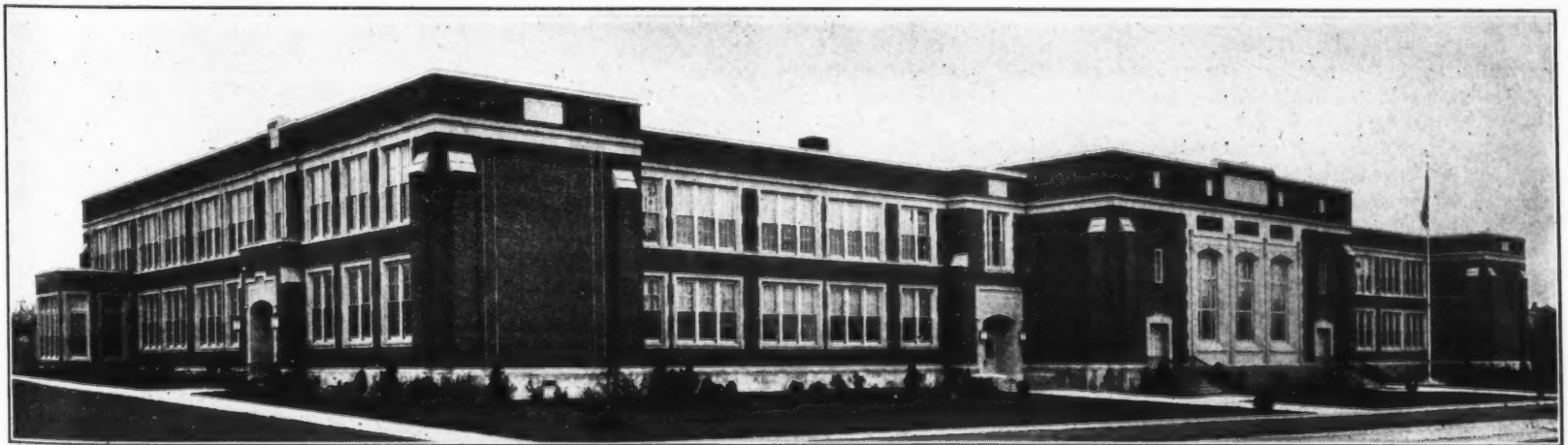
when the children troop back again

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Two fine examples of school buildings in the great Northwest, both glazed with L·O·F "A" Quality Glass. At the top of the page is the High School of Commerce, Portland, Oregon. George H. Jones is the architect and H. A. Doehring the contractor. Directly above is the John L. Vestal School also of Portland. George H. Jones is again the architect and Stebbinger Brothers the general contractors.

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A Method of Measuring the Need for Transportation of Children

(Concluded from Page 47)

Both state and county aid are given for the maintenance of transportation routes. The basis of distribution is as follows: (1) for routes transporting 8 children a distance of 8 miles, \$360 (1926-1927 distribution) state aid and \$300 county aid; (2) for routes transporting 12 children a distance of 12 miles, \$360 state aid and \$450 county aid; (3) for routes transporting 6 children a distance of 6 miles, or 15 children 4 miles, or 25 children 2 miles, \$300 county aid but no state aid.

Inequalities of Cost

The present method of aiding transportation has two defects: (1) More aid is allowed for transportation routes than for schools. (2) Longer routes are not rewarded in proportion to the shorter ones. The same amounts of state and county aid are given for a transportation route 8 miles in length transporting 8 children and for an elementary school teacher. The average cost of a transportation route is \$873, and the average cost of an elementary teacher is \$1,595. Equal aid is given the two undertakings, whereas the one costs but 55 per cent as much as the other.

The longer routes cost more to operate than shorter ones, but they are more economical when costs are computed on the per-pupil basis. The average cost of a route transporting 8 children a distance of 8 miles is \$717, while the average cost of one transporting 20 children a distance of 20 miles is \$1,254. In the first route, the cost is \$89 per pupil, while in the second, it is but \$62. Transportation routes should be rewarded in proportion to their lengths and the numbers of children transported.

In a recent study of equalization of educational opportunity in Wyoming, a minimum educational program was defined.¹ This minimum program includes all costs for teaching, supervision, administration, supplies, janitorial service, transportation of pupils, and care of isolated children. All necessary costs for providing educational opportunities are to be recognized by the state, and the cost of the minimum educational program is to be borne jointly by the districts and the state. One of the several measures required is that for the need of transportation and for care of isolated children.

Usual Techniques Fail

Transportation Need and Density of Population. Techniques for measuring the need for transportation which are based upon the density of school population have been developed by Burns² and Johns.³ The density of school population is closely associated with the percentage of pupils transported and with the per-pupil costs, in the more densely populated states where the measures were developed. The techniques were applied to the Wyoming data, but no satisfactory results were obtained. The fundamental relationships upon which these measures are based were almost entirely lacking.

This absence of a definite relationship between transportation need or cost and density of population is due chiefly to three reasons: (1) the undeveloped state of consolidation and transportation in many of the counties; (2) the extreme sparsity of school population; and (3) the lack of a uniform distribution of rural population. The county which transports the largest number of pupils is

¹Reusser, W. C. Equalization of Educational Opportunity and Equalization of School Support in Wyoming. Research Bulletin No. 1. Wyoming State Teachers Association, Cheyenne, Wyoming. 1929.

²Burns, R. L. Measurement of the Need for Transporting Pupils. Bureau of Publications, Teachers College, Columbia University, New York. 1927.

³Johns, R. L. State and Local Administration of School Transportation. Bureau of Publications, Teachers College, Columbia University, New York. 1928. See also, Nebraska State Teachers Association, Research Bulletin No. 4. Status of Taxation in Nebraska, State Aid for Transportation. Lincoln, Nebraska, Nov. 1928.

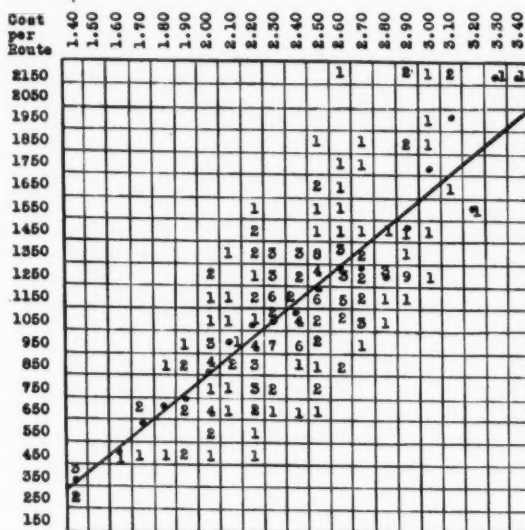


DIAGRAM ILLUSTRATING THE DISTRIBUTION OF COST OF 211 ROUTES AND LOGARITHMS OF PUPIL MILES

one of the more densely populated of the state. It has less need for this undertaking than many of the other counties, but its people are committed to a program of consolidation of schools—hence its transportation. On the other hand, the county which has no transportation is very sparsely populated. It has need for this undertaking, but consolidation has not yet become popular, and the system of many small rural schools is still maintained.

Density of school population means little in Wyoming counties because of the vast regions which are unpopulated. Any measure of needs based upon density of population is certain to be in error in many of the counties. Density of rural population and the percentage of total population living in cities and towns, likewise, bears little relationship to transportation need. It is thus clear that transportation need in Wyoming must be determined by other means.

A Suggested Measure of Needs

Number of Standard Transportation Routes. The extent to which the state should recognize transportation as a necessary undertaking is measured by the number of standard transportation routes maintained by a district. This is practically what the state does today. The difference between the proposed measure of transportation needs and present practice is to be found in the definition of a standard route. This measure has the defect that it is not entirely free from the influence of local practice. The districts which establish a larger number of standard routes will receive more state aid. This defect is not as serious as it may seem. It should be remembered that most of the rural districts could consolidate many of their schools to good advantage. Rural schools in Wyoming are small, the average enrollment is only 6.1 pupils, and the cost of transporting pupils is less than that of maintaining these small schools. In many cases a route may be established for transporting the pupils of two or three rural schools to a centrally located one—the result would be a better school at a lower cost. Increased transportation is highly desirable, and with clearly defined standard routes, it is unlikely that this undertaking will increase too much.

Definition of Standard Transportation Routes. A standard transportation route is defined as one transporting a minimum of 6 children a minimum distance of 6 miles. This definition would eliminate a small number of the routes for which state and county aid was granted in 1926-1927. Since the routes which are less than 6 miles in length usually transport small numbers of children, the elimination of all such routes is justified.

The course of the various routes should be determined by the local school authorities, subject to the approval of the county superintendents and the state board of education. Such factors as the location of the residences of the children, the condition of the highways, and the length of time children must ride in the school bus, must determine the location of any transportation route.

Some further standards for transportation routes are: (a) No children who live within the corporate limits of a city or town in which a school is located should be counted in the transportation load. (b) No route should be recognized by the state which transports children, all of whom live less than one mile from the school. (c) Other requirements, such as standards for vehicles, qualifications for drivers, methods of transportation, accounting, etc., may be made by the state department of education as the need arises.

How to Figure Costs of Routes

Cost of a Standard Transportation Route. The actual cost of transportation routes varies so greatly that standards of cost must be determined for different kinds of routes. The two chief factors which determine costs are the number of children and the length of the route. In order to arrive at an average cost for routes of different lengths transporting different numbers of children, 211 routes were selected which are comparable in all respects except the two conditions to be studied. The cost of these routes varies from \$250 to \$2,150, with an average of \$1,120. The relationship between cost and number of pupils is expressed by a coefficient of correlation (Pearson r) of $.472 \pm .035$. The relationship between cost and length of route is expressed by a coefficient of $.423 \pm .037$. When the number of pupils is multiplied by the length of the route there results a pupil-mile measure which is more closely associated with cost than either factor taken separately. The coefficient of correlation between the log. of pupil-miles and cost is $.715 \pm .022$. By means of the regression equation, the cost to be allowed any route may be predicted from its number of pupil-miles. The equation is:

$$(Y - 1120) = 779 (X - 2.397)$$

in which X is the log. of pupil-miles and Y the predicted cost. A distribution of the 211 routes, by cost and log. of pupil-miles, is shown in diagram one.

The application of the equation may be illustrated by considering a route 12 miles long transporting 12 children. The number of pupil-miles in this route is 144, and the log. of pupil-miles is 2.158. Substituting in the above equation:

$$(Y - 1120) = 779 (2.158 - 2.397) \\ Y = \$934$$

The cost to be allowed each transportation route is to be computed separately. The total computed cost of all the routes in a district is to be regarded as the necessary cost of transportation in that district. In case the actual cost is less than the computed one, the actual cost only should be allowed.

The standard formula applies to all motor and horse-drawn vehicle routes. The cost of horse-drawn routes, as computed by the formula, will often be more than the actual cost, hence the actual cost is usually allowed for such routes. In case a transportation route is maintained for 8 months of the standard 9 months school year, the computed cost is multiplied by $8/9$ to obtain the cost which should be allowed.

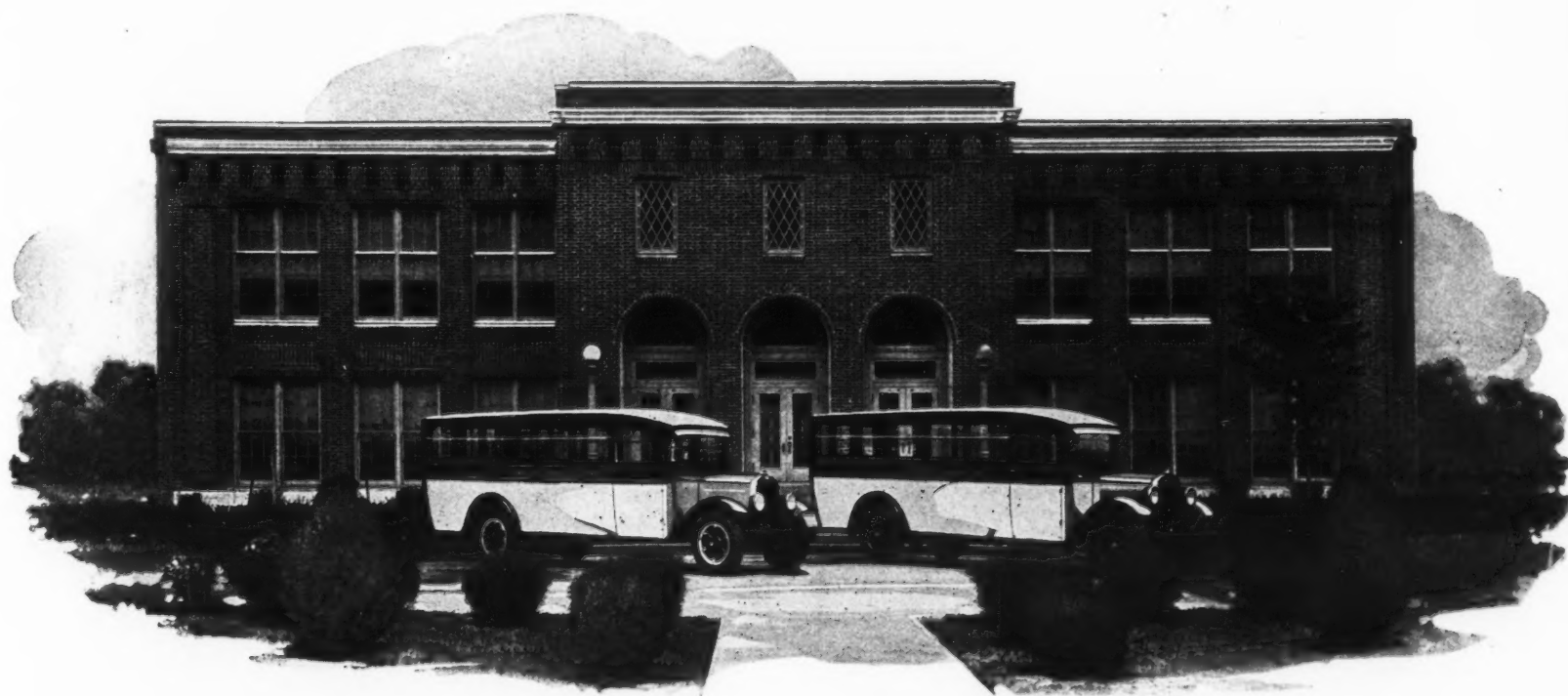
The cost of transportation, as computed by this method, is somewhat less than the actual cost because a small number of routes are not recognized as standard, and those which are operated for less than the computed cost are allowed the actual cost. The differences between actual and computed costs for transportation are shown by taking three counties as an illustration.

County	Actual Cost	Computed Cost
Albany	\$ 9,237	\$ 7,796
Big Horn...	36,143	34,558
Campbell ..	4,388	3,682

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FIG. 1312—"HALLOWELL"
School Chair of Steel



FIG. 1313—"HALLOWELL"
School Chair of Steel With Tablet Arm



FIG. 1314—"HALLOWELL"
School Chair of Steel With Tablet Arm
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The frame is made from flat, strip steel formed up in our own dies and welded throughout to make a strong one-piece unit.

The legs are shaped to facilitate sliding and Tablet Arm support is curved to provide extra knee room.

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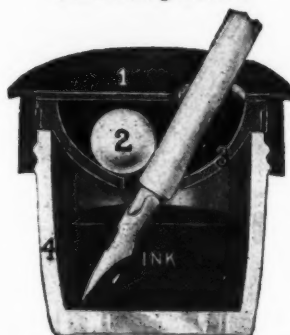
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NEW SOURCES OF SCHOOL REVENUE AND TAX REDUCTION FOR REAL PROPERTY—THE INHERITANCE TAX

(Concluded from Page 25)

per cent on amounts above exemption up to \$400,000. Twenty-four per cent is charged on all amounts above that figure.

For strangers the rates are 5 per cent to 10 per cent on amounts up to \$400,000, and 30 per cent for all in excess of that.

Under the Missouri law a widow who inherited \$500,000 from her deceased husband would pay \$21,300, or 50 per cent more than the same situation in Michigan. A collateral heir receiving the same amount would be taxed about \$65,000—also considerably above a similar case in Michigan.

The report of the Missouri State Auditor shows that this tax yielded \$3,840,010 in 1930, of which one third, or nearly \$1,300,000, was distributed to the schools of the state, on the basis of attendance.

These samples may be taken as representative of the inheritance tax as used by states of the Union, except that the exemptions are somewhat high. Ten thousand dollars is a common amount of exemption for direct heirs.

Characteristic features of these and other state inheritance taxes are: large exemptions for dependent heirs, smaller exemptions for other direct heirs and small exemptions for collateral heirs; low rates of tax on small inheritances by direct heirs, with higher rates on small inheritances by collateral heirs; increase in rate progressive with increase in size of inheritance by all heirs.

California and Pennsylvania may be mentioned as examples of states which devote money from inheritance taxes to schools through their general revenue fund but without specific

mention in law. The amounts distributed to schools from inheritance taxes run about \$4,000,000 to \$5,000,000 annually in each.

A Form of Estate Tax

Estate taxes are not common in the states but the new form of death tax in the State of New York will serve as an example. Under the old inheritance form of the law the tax varied from 1 to 8 per cent of the amount of each share inherited in much the same way as the laws of Michigan and Missouri previously described. The new law taxes the entire estate before it is divided into shares and varies only with the size of the whole estate. The rate ranges from 4/5 of 1 per cent for estates of \$150,000, to sixteen per cent for all estates over \$10,100,000. The tax is prorated, unless forbidden by the will, among the various heirs. If this is not done the entire tax is paid by the residuary legatees, for if certain heirs receive specified amounts and others the "rest of the estate" the "rest" will be the amount of the estate less both the specified grants and the taxes. The estate form of death tax is more simple, less flexible, and in New York at least, bears less heavily on small estates, especially if there are few heirs.

According to the annual report of the New York State Tax Commission the inheritance tax yield was \$50,395,171 for 1930. This money is not designated particularly for schools but since it makes up about 20 per cent of the state revenue fund from which \$89,000,000 was distributed as aid to schools, about \$17,000,000 of this money found its way to the public schools.

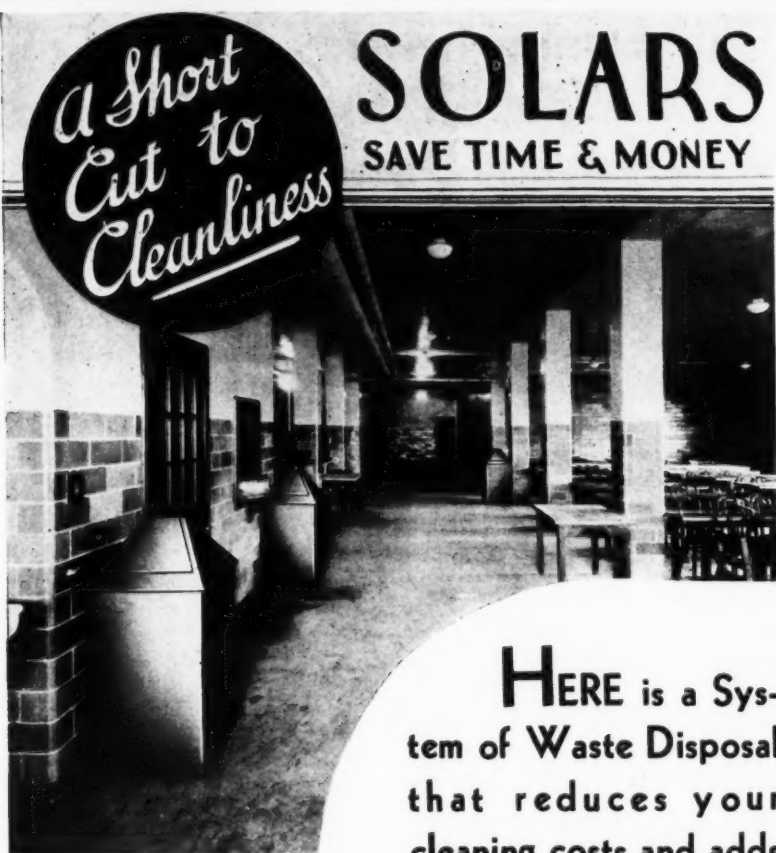
The distribution plans of Michigan and Missouri do not place much emphasis upon the equalization principle since the amount is the same per pupil regardless of wealth or district. Since the inheritance tax tends to come from wealthy areas, some equalization does result.

Each case, however, illustrates the feasibility of using the schools as channels through which to return to local governmental units taxes collected on a state basis. The New York distribution, while less directly related to the inheritance tax, is based on the equalization principle. Modernization of tax systems and relief of real property, as well as stabilization of school support can best be achieved through wider use of this process for inheritance and other taxes.

THE RIDDLE OF PROPAGANDA IN THE SCHOOLS

(Continued from Page 26)

ducted in a social vacuum, and very often material offered by outside sources brings an invigorating fresh breath into the schoolroom. Civic education is an example of this fact. The clash of conflicting opinions on public issues should be frequently observed by the prospective citizen of a democracy. Yet on these social problems no one is wise enough to discern the ultimate truth nor powerful enough to secure universal acceptance for his views. To omit controversial questions from the social-studies curriculum is to omit practically everything of importance. Instead of criticizing the schools because they permit the free discussion of conflicting doctrines, we ought to give every encouragement to such extensions of the curriculum. This is a difficult attitude for most of us to assume. We think we see in every opinion which conflicts with our own views a lurking menace to the welfare of humanity. We are seldom willing even to admit that our opponents are sincere in their views, but tend instead to discover in all their actions dangerous narrow-mindedness, stubbornness, and even malevolence. When the schools get caught in the pressure between two such flinty millstones, trouble is not far off.



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In fact, the problem of propaganda in the schools is far too complex to be solved by fixing blame on anybody—teachers, propagandists, advertisers, or the public. A solution can be found only through calm consideration of conditions, trends, opinions, and needs.

The Children Must Come First

From such dispassionate consideration will emerge a statement of principles of action to which educators, merchants, and civic welfare workers can all adhere. Schools exist to educate children and for no other purpose whatever. Anything that effectively contributes to that primary purpose is legitimate; whatever retards that purpose must be excluded. It is undesirable to establish an inflexible policy which excludes from the classroom every bit of instructional material that is not provided at public expense, and which bans every idea that does not emanate from the headquarters of the school system.

Besides, while it may in theory be possible to locate the precise point at which propaganda begins, in actual practice it is by no means easy to do so. To say with entire assurance, "This is unbiased truth; that is propaganda" is in most cases impossible. What appears to me to be only the plain and obvious truth may be vicious propaganda to my next-door neighbor. The insidious propaganda of yesterday may surprise us by becoming the enlightened judgment of today and the trite axiom of tomorrow. Whether a given pamphlet, project, contest, or poster is or is not propaganda depends on where one stands to look at it. It is not the quality of the thing itself but the point of view of the observer which determines its status. Even the most rabid suppressor of propaganda will often be found guilty of using his own propaganda to discredit propaganda in general.

Still, although it is both undesirable and impractical to insulate the schools entirely from

all outside contacts which might appear to contain elements of propaganda, it is equally undesirable and impractical to remove all barriers and to give indiscriminately free access to the schools to cranks and sages, rascals and honest men. School officials must not imitate the surly watchdog who snarls at friends and foes alike. Nor must they be obsequious servants who bend the knee and swing wide the schoolroom door to every peddler of goods and ideas. They must be students and critics, examining the merits of all who wish access to the schools, accepting a few, rejecting many. To accomplish this purpose will require teachers who are more than routine lesson-hearers, and principals and superintendents who rise beyond petty clerical duties to be educational statesmen. To accomplish this purpose will also require a public willing to engage such teachers and school officials and, having engaged them, to keep hands off, to delegate necessary authority, and to give such support to its educational employees as will enable them to work effectively. The programs of curriculum revision under way in many city-school systems offer one of the most promising procedures for securing expert evaluation of outside material offered for school use.

No Special Private Rights

The public must realize that its schools exist solely to perform an educational function, and that paying taxes gives the individual taxpayer, as such, no special rights or privileges in the schools. Thus the riddle of propaganda in the schools will ultimately reach a solution not through calling names and making faces, but through intelligent coöperation among school people, advertisers, reformers, and the general public. Uncontrolled invasion of propaganda would rightly weaken the faith of the public in the integrity of the schools.

Next time you pass a schoolhouse think of

the army at its gates, an army invisible but real; well-intentioned but potentially dangerous. The army of propaganda is a varied host, but its members are actuated with one common purpose. Each wants to secure access to the school and to keep out as many of the others as possible. If it were not for this internecine competition, it is likely that the propaganda army would long ago have swept aside the comparatively fragile defenses of most school systems and taken triumphant possession of the field.

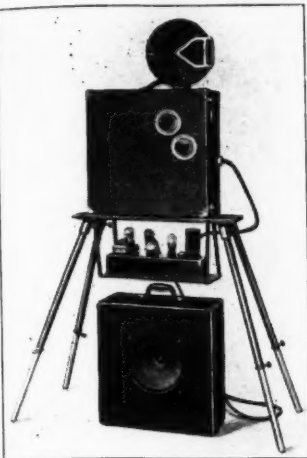
PROMOTING A DEPRESSION REPAIR PROGRAM

Confronted by the need of additional fire escapes on the Whittier School, the board of education of Great Falls, Montana, has entered upon a five-year program of modernizing this school building which is satisfactory from the instructional viewpoint, but which has some serious defects.

During the summer of 1932, the boiler room was reconstructed and the entire heating apparatus was remodeled. New electric wiring was run in conduit and the lighting of the classrooms, corridors, and entrances was adjusted so that each work space, etc., has sufficient light from the standpoint of the latest standards.

It is planned that in 1933, the exits will be rebuilt and a new brick-lined entry to shelter early comers will be constructed. In the following year it is planned that a corridor which is crooked will be improved and brought to a level. A final step in the program will be the improvement of the lighting of classrooms by reducing the width of the heavy brick piers.

While the improvement in the building will not produce a fireproof structure, all of the old fire hazards will be eliminated and the building will be in physical condition to serve for many years. The planning and carrying out of the work is an example of the constructive economy for which the Great Falls board of school trustees is noted.



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The abbreviated edition of this Workbook is arranged for those schools who cannot use the complete book. It contains thirty-six practice tests and ten general review tests, that are confined entirely to the essential propositions of plane geometry. This abbreviated edition will prove a successful aid in determining a pupil's understanding of geometry and discovering his difficulties. Price, 40 cents.

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edited by E. J. Menge, Sc.D., Ph.D.

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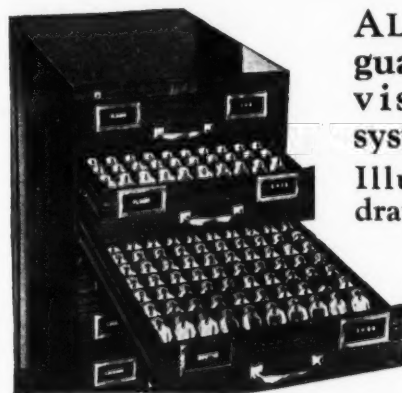
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BECKLEY-CARDY COMPANY
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HOUSING THE HIGH-SCHOOL OVERFLOW

(Concluded from Page 40)

with stockroom, a woodworking shop with lumber, finishing, and toolrooms; a machine shop with a toolroom and an office, a foundry, an auto-mechanics shop with an ignition room and a toolroom. Each of the shops has been very carefully laid out for maximum efficiency in carrying on the instructional program. The shops have not only steel-sash fenestra windows, but also skylights for supplementary lighting purposes. The printshop is arranged for classes of 20, the machine shop for classes of 24 to 30, the woodworking shop for classes of 24 to 30, and the auto-mechanics shop for classes of 20. Built-in workbenches and storage cabinets have been very carefully laid out according to good industrial practice.

The entire structure is built of reinforced concrete; the exterior is of stippled brick laid in stained mortar, and the trim is of artificial lime-

stone. The sash throughout is steel and the skylights are copper and glass. The floors in the classroom are of quiet tile laid directly on the concrete. The corridor floors are terrazzo and the shops are hardened concrete. The wainscot in the shops and shop corridors is tile to a height of 5 ft. The walls in all the classrooms and the upper walls in the shops are gypsum plaster designed to reduce excessive sound.

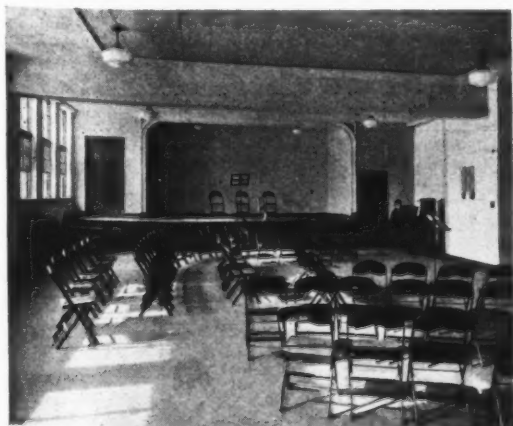
Steam for heating is piped from the boilers of the main building. The classrooms and shops are fitted with unit ventilators, and dual control

thermostats have been installed.

The building is fitted with a complete clock and program bell system. Electric lighting fixtures suited to the various types of rooms have been installed for dark days and for evening use of the building.

The plumbing equipment is of the heavy-duty type. In addition to the usual toilet rooms each shop has ample wash space and a bubbler.

The building was designed by Mr. George W. Allen, architect of La Porte, and was erected at a cost of \$95,000.



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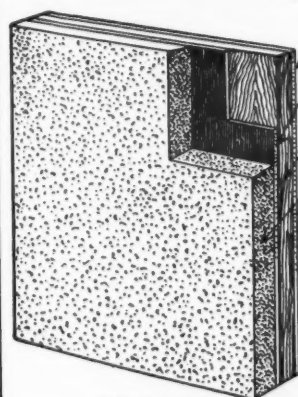
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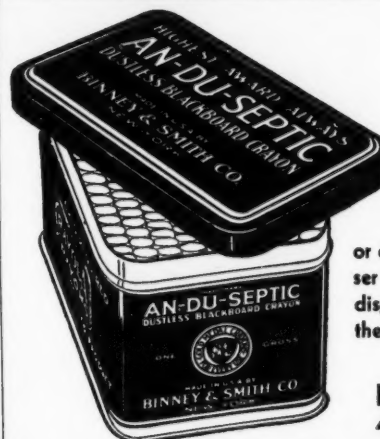
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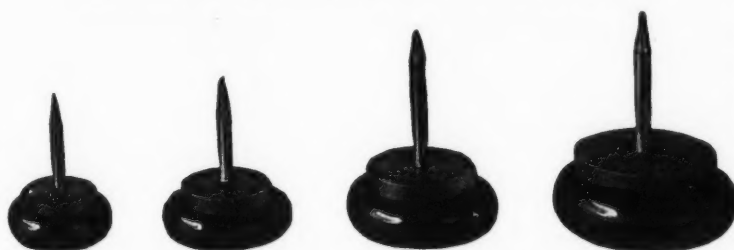
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SAFE AND ECONOMICAL...NEW OR SECOND HAND

After the Meeting

PRESENT AND PRESENTS

A number of years ago two New Jersey men met up at one of the meetings of the Department of Superintendence. Together they looked over the exhibits and together they finally paused before the booth advertising the attractions of a southern city, a bidder for the next year's meeting.

In this particular booth there was displayed a counter piled high with semitropical fruits, the products of the city's suburbs. There they were—grape fruit, oranges, and a great heap of the largest lemons the sun ever turned yellow.

The New Jersey men gazed in astonishment.

"My Heavens!" exclaimed one. "Did you ever see such enormous lemons in all your life. Why, they are as big as the grape fruit."

"Here, take a couple along with you," said one of the good-looking girls behind the counter. "And don't forget to vote for our city for next year."

The rest of the afternoon the two Jerseyites, as they trudged along, continued to marvel at the size of the lemons.

"I'm going to take mine home and show it to my wife," said one. "I suppose, though, it will be all shriveled up by the time we get back."

"Let's mail them home," said the other. "I'll bet my wife will be astonished when she sees it."

Just then they were passing a jewelry store. The proprietor exclaimed with them at the trophies they produced, carefully wrapped up the lemons in tissue paper, and packed them in neat boxes with the firm's name stamped on the wrapping. A few minutes later the boxes were on their way, sent special delivery.

Four or five days afterward, one of the two ran up on the porch of his home, whistling happily at his return. But to his hurt surprise, his wife didn't seem so particularly glad to see him. In fact she was cold, decidedly so.

"Why, what's the matter?" he asked after a long silence.

"Matter? Plenty!" said she. "I think you have the most perverted sense of humor I ever saw in my life. Maybe you think that joke you played on me was funny. It wasn't; I'm good and mad, I'll tell you. Fooling me like that!"

A great light broke upon the innocent man.

"Why, I thought you'd like to see that lemon. Why, it was the biggest lemon I ever saw in my life. I even sent it special delivery to you."

"You did, all that," his wife answered. "And it just happened I was having in some of my friends for an afternoon of bridge when it came."

"Oh, see what my beau has sent me!" And as all the girls crowded around, I opened that jeweler's box, and while they were all guessing what it could possibly be, out rolled that horrible lemon. That was a fine joke—you, off at a meeting, having a good time, and then sending me a present like that. Don't try to explain; you can't."

At the meeting the following year two New Jersey men spent quite a little time, and some money, over two presents that went back home, special delivery, the week they were away. Possibly it was a coincidence that each gift was sent in a jeweler's box. And then, possibly it wasn't entirely coincidence.

Name, Please

At a dinner party the absent-minded professor was seated next to a charming woman.

"Don't you remember me, professor?" she smiled.

"Why some years ago you asked me to marry you!"

"Ah, yes," said the professor, "and did you?"

A New Form of Protection

Supt. John C. Lindsey, of Mitchell, S. Dak., tells that a pupil in the first grade recently went home and reported to his mother: "Teacher says there is something going around, and we all have got to be vaccinated" (vaccinated).



Clear as Mud

Teacher: "William, your essay is very good, but it is the same as Robert's. What shall I conclude from that?"

Pupil: "That Robert's is very good, too."—Punch.

Buyers' News

TRADE PUBLICATIONS

New Bausch & Lomb Technical Bulletins. The Bausch & Lomb Optical Co., Rochester, N. Y., has just issued new technical bulletins describing its latest scientific products, the Bunsen Spectroscope and the improved Wide Field Binocular Microscope.

The Bunsen Spectroscope, which is much more than a teaching tool, is especially sturdy to withstand much handling and rough usage by students. The pillar base is a heavy casting of instrument metal and forms a strong and steady support. The finish is reagent and rustproof crackled lacquer, lustrous black and chromium. A special feature of the instrument is its complete adjustability. The prism is held by a strong spring clip which may be moved at will, and the prism table may be adjusted by three thumbscrews, allowing the teacher to demonstrate the effect of moving the prism on the vertical plane. The slit, the scale, and the viewing telescope are focusable, and a knurled thumbscrew controls the locking device for the movement of the viewing telescope.

The new model Wide Field Binocular Microscope has two features of special importance. The inclined eyepieces allow comfortable observation, the drum nosepiece offers greater convenience, and the binocular body tubes are tilted at an angle which allows the operator to sit comfortably at the instrument. The converging focus increases the ease of continued observation by giving the stereoscopic vision to which the eye is accustomed. The glass stage makes possible easy manipulation of gross specimens such as are usually examined with the wide field type of microscope. A white metal oblong may be slipped under the stage when opaque objects are to be examined. Complete focusing is possible with the B and L coarse-focusing adjustment.

Complete information and prices for each of these instruments may be obtained upon request.

TRADE PRODUCTS

Kewaunee Takes Over Vitek Stools and Chairs. The Kewaunee Mfg. Company of Kewaunee, Wis., has announced the purchase of the patents, machinery, and inventory of the Vitek Mfg. Company at Omaha, Nebr. The firm formerly manufactured the Vitek adjustable stools and chairs. The equipment has been transferred to the Kewaunee Company's plant at Adrian, Mich., and orders for Vitek stools and chairs will receive prompt attention. These stools and chairs may also be obtained from all school-supply and equipment houses.

New Shower Head Eliminates Clogging. The first important advance for many years in the design of showers has come with the perfecting of Crane Company's new "Refreshor" shower head. In it, most of the troubles that have made showers sources of inconvenience are overcome. It does away with the clogging that turns invigorating sprays into anemic drips; with plungers that can lime-up and stick; it cuts, by approximately half, the water used, and it eliminates the need of tools in cleaning.



THE NEW CRANE REFRESHOR SHOWER HEAD

These features have been gained by substituting for perforations a pattern of machined grooves which produces two complete circles of individual streams, with the same spread, but with greater force than with the older types of shower heads. The "Refreshor" achieves this spread with $3\frac{1}{2}$ gallons of water per minute, instead of the 5 to 7 gallons.

The only tools required for cleaning the "Refreshor" head are the handy ones of a thumb and forefinger. The face of the "Refreshor" is equipped with thumb-lugs and by turning these the head can be opened and all scale and foreign matter flushed out.

The face of the "Refreshor" is equipped with thumb-lugs and by turning these the head can be opened and all scale and foreign matter flushed out.

New Royal Low-Priced Typewriter. The Royal Typewriter Company, Inc., 2 Park Avenue, New York City, has recently placed on the market a new low-priced typewriter, under the trade name of The Royal Signet.

The new typewriter is intended for educational purposes and is ideal for children learning to type and for the copying of schoolwork. It has a single case alphabet, is minus a shift key, and includes beside the punctuation marks, an attractive san-serif capital alphabet, which is legible and presents the added advantage of being similar to the block printing which children are taught to write. A complete series of numbers from 1 to 9, is arranged along the top row of the keyboard, and all operating controls have been simplified and duplication avoided. The mechanical features are sturdily built and efficient, the design is simple, and the spacing and arrangement of the keys



THE NEW ROYAL SIGNET TYPEWRITER

is standard. The machine is being sold at the very low price of \$29.80.

Complete information will be furnished to any school official, or teacher, upon request.

New Dodge School Bus. The Dodge Brothers Corporation, Detroit, Mich., has announced a new Model 185 school bus, a new, improved type, with 165 in. wheelbase, and possessing special features of safety and economy of operation.



THE NEW DODGE SCHOOL BUS

The Model 185 school bus has a body and chassis designed in proper relation, with proper balance, and all essential operating requirements.

The Dodge Company manufactures four models of school busses, with wheelbase lengths of from 140 to 190 inches, and seating capacities ranging from 25 to 71 children. Each bus is equipped with a six-cylinder engine.

Complete information and prices may be obtained by any school official upon request.

New Victor Improved Cameras. The Victor Animatograph Corporation, Davenport, Iowa, has announced its new model 3 and 5 cameras, which are of a new improved type and may be obtained at greatly reduced prices.

The new Model 5 Victor has a three-lens turret and contains all of the features of the Model 3, such as visual focusing and five speeds. The new features are an attached winding crank for hand cranking; a graduated finder for centering at different distances; a visible-audible footage meter; a film loop guard; an improved strap carrying handle.

Complete information and prices may be obtained by any school official upon request.

A Publicity Expert

An inspector visiting an infants' school in Hampshire questioned the 6-year-olds as to the various drinks which could be made from fruits.

After eliciting lemonade from lemons, cider from apples, wine from grapes, etc., he put the question, "What do pears make?"

There was blank silence for a second, then one little girl shot up her hand, at the same time exclaiming, "I know, I know."

"Well," said H. M. I., "what is it?"

"Soap," answered the child.—Teachers World.

Staccato!

A superintendent of a consolidated school in Michigan received the following excuse for the absence of one of his pupils:

Boy hom
Mi Vork
Ma sik

—Mich. Ed. Journal.

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DRASTIC EDUCATIONAL LEGISLATION IN INDIANA

With the adjournment of the special session of the Indiana legislature in August, Hoosier school officials are wondering what effects the various bills will have on the administration of the schools.

One bill provides that no elementary or high school in the state shall lose its academic or professional rating, nor shall the commission or certificate of any such school be revoked or suspended, nor shall the credit or academic standing of any pupil or graduate be affected or determined in any manner by reason of the failure of the school authorities or teachers to comply with any rule or requirement of the state board of education, or any other state department, or officer, relating to the building used by such school during the school years 1932 to 1935, inclusive.

Second bill requires that, where 60 per cent of the resident taxpayers of a school corporation petition the trustees for the abandonment of a high school, the trustees must comply, and abandon such high school, and provide for the education and transportation of the pupils entitled to high-school privileges, in other high schools in the unit, or in the high schools of other townships or school corporations.

Another bill repeals the 1927 "township schools holding corporations" act, which authorized the organization of voluntary associations to acquire sites and build schools in school townships, and gave the township trustee power to buy stock in such association, to issue bonds for the stock purchases, to rent such structure, to levy taxes for such rentals and bonds, and to acquire title finally to such property. A supplementary act was passed which would cause the repeal to become ineffective on any proceeding already begun under the 1927 law.

The school-attendance law of 1921 was amended to make it optional instead of mandatory, with the county board of education to appoint a county school-attendance officer. If none is named, the trustee of each township is to act as ex officio attendance officer, and the school superintendent of any school city not organized as a separate attendance district shall act as ex officio attendance officer.

Another bill requires that, where there are two schools in a township, and a majority of the resident freeholders petition the trustee to abandon a school in any district and to consolidate it with another school, the trustee must comply with the request and provide for the education of the children of the abandoned school in other schools of the township.

The law of 1925 was amended to provide for the

transfer and transportation of school children by the school authorities, where the conditions warrant it.

The law governing the apportionment of state school tuition funds was changed to provide that the district shall be on the basis of average daily attendance, rather than the present enumeration basis which counted all unmarried persons between 6 and 21 years of age as being of school age.

For a time it appeared that Indiana schools might face a forced closing at the end of the coming semester, due to a rigid tax bill which was passed, cutting the state rate to not more than \$1.50 on each \$100 of assessed valuation. Schoolmen from all parts of the state opposed the bill, but it was passed regardless. However, it was so arranged that should an absolute emergency exist, the authorities may declare an emergency and may increase the rates to an amount necessary to provide adequate returns for all ordinary school purposes.

Drastic salary cuts have been made this year all over the state, both for executives and teachers. Employees of the four large state schools, Indiana and Purdue University, Indiana Teachers' College, and Ball Teachers' College, were eliminated from the salary cut which was imposed on all other state employees.

HOW THE NEW YORK CITY SCHOOL BUDGET IS SPENT

Just how New York City spends its school dollar is indicated in the recent annual statistical report of Mr. Frederick D. Chambers, auditor of the board of education. The report covering the year 1931, accounts for all the money spent by the board of education during that year, and reveals activity by activity, a cross section of the financial transaction of the department of education.

Of the \$139,517,000 spent during that year for recurrent expenses, 83.676 per cent went for salaries of the teaching and supervising staff. An additional 2.847 per cent went for other expenses incidental to instructional purposes, making a total of 86.523 per cent for instruction.

The remaining 13.447 per cent went for other activities, including maintenance of community centers, maintenance of the school plant, and administrative expenses.

The total cost of instruction, including salaries of staffs and other expenses, amounted to \$120,715,113. The total for auxiliary agencies, including salaries and other items, amounted to \$1,452,002. The total for physical maintenance of the school plant reached \$4,603,703. The total for physical operation of school plant, including compensation of staff, coal, and sup-

plies, was \$7,686,786. The total for administration, including educational, business, and general purposes, was \$4,183,144. The capital outlay, including sites, buildings, and other payments, was \$20,118,632.

On a percentage basis the various activities except capital expenditures were:

	Percentage
Cost of instruction—salaries, as above.....	83.676
Other expenses.....	2.847
Total, cost of instruction—proper.....	86.523
Auxiliary agencies—to instruction.....	1.041
To plant deficiencies.....	.667
Physical maintenance of school plant.....	3.300
Physical operation of school plant.....	5.438
Administration—educational.....	2.002
Business.....	.770
General.....	.226
Other expenses.....	.033
	100.000

NEW YORK BUDGET ADOPTED

New York, N. Y. The board of education has adopted a budget, calling for a total appropriation of \$142,544,851 for the school year 1932-33. This budget is \$2,825,619 less than the \$145,370,470 appropriated for 1931-32. The board has planned to keep its budget nearly \$3,000,000 below the appropriation received for the current year, by taking advantage of lower prices for school supplies and fuel, by postponing school-building repairs, and by restricting extension activities.

The budget committee made it clear that its budget estimate was made with the understanding that economy is essential during the new year in view of the city's financial condition. Ordinarily the growth of the school system would have meant an increase of \$5,000,000 to take care of expanding activities. By making a gross saving of \$2,825,000, it was estimated that the board had met a net saving of more than seven million dollars. Most of the reduction was in the special or nonteaching fund, which includes school extension activities, supplies and salaries of janitors, clerks, and others outside the teaching staff, retardation, and behavior-clinic work.

♦ New Castle, Ind. The public schools were operated during the past school year with a net saving of \$100,000, according to a recent report of the school board. The saving was effected by the elimination of a number of teaching positions and a shortening of the school term by one week.

"A good way to meet 1932 conditions, Mr. Manager"

SAVE WITH THE NEW 1932
VULCAN JUNIOR
GAS COOKING EQUIPMENT!

Here's a solution for that 1932 problem "How can I cut cooking costs?"... a new line of Vulcan Junior gas ranges especially designed to reduce fuel, labor and food costs.

Here are facts on how these savings are accomplished:

1. Reduce heat losses and gas consumption in oven cooking. *Thick insulation* keeps heat in the oven.
2. Make more effective use of oven heat, due to *improved flue system*. Ovens roast and bake equally well.
3. Prevent overheated ovens and resultant food shrinkage and waste of gas by means of *Oven Heat Control*, which passes just enough gas to maintain temperature desired...and no more.
4. Make top cooking more efficient by spreading heat from one burner under entire "*All-Hot-Top*." Every square inch is usable. Aerated burner has three separately controlled rings. All three rings heat top quickly, then one keeps it hot, economically.
5. *Reduces labor costs*. You get more work from your kitchen force...due to more comfortable working conditions...heat is used to cook food and not to heat the kitchen...ranges require less watching because of closed top and oven heat control...smooth front of range is kept clean more easily, with less work.

We know of instances where Vulcan Heavy-Duty gas ranges have cut fuel bills as much as \$400 per month. Proportional savings should be made by this new Junior Line, for though smaller in size, it embodies the efficiency and low operating and maintenance costs of the Vulcan Heavy-Duty line. Operators of small restaurants, hotels, tea rooms, hospitals, clubs, schools and churches are invited to write for full details on these money-saving gas ranges.

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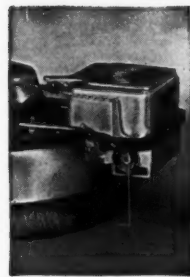
● This is the new Vulcan 4712 Junior Range with Salamander Broiler at top and a new All-Hot-Top and open top combination cooking top.

● The new Vulcan 4700 Junior All-Hot-Top Range with high shelf.



"Efficient economy must be the standard...for 1932-1933"

Frank Bruce in an editorial in
The American School Board Journal



Close up of FINNELL-KOTE dispenser showing thread-like stream of melted wax flowing to the floor to be distributed and an instant later polished by the brushes.



A Full Line of Equipment

Since 1906 Finnell System has manufactured a complete line of floor scrubbing-polishing machines, water pick-up devices and mop trucks. There are nine sizes of scrubber-polishers which is your assurance that a just-right size is available for your requirements whatever the size or type of floor. The machine above is a Finnell adapted to large areas, such as corridors, gymnasiums, etc. It scrubs the floor, and in the same operation picks up the dirty water, leaving the floor dry. Mopping is not even cheap, compared to this remarkable machine.

Waxes for Every Need

Finnell-Kote is a wax that can be applied to the floor and ten seconds later can be buffed to a beautiful, durable polish! No waiting for the wax to set! *Finnell-Kote* is applied hot, being melted by special dispenser unit adapted to any Finnell Polisher. The melted *Finnell-Kote* flows to the floor in a thread-like stream, is instantly and evenly distributed, and a moment later brought to a uniform, lustrous polish. Takes less time, goes further and lasts longer.

Besides *Finnell-Kote*, there are in the Finnell Line waxes of various types, suited to all floor surfaces and conditions. If you like a water wax, *Finnell Aqua-Wax* will give excellent results. It dries with a beautiful sheen and has lots of body for rebuffering and polishing, if desired.

Clean Floors...efficiently and economically maintained...are a necessity now and always

There is no "depression" standard in school cleanliness.

The quality of paper in textbooks may be lowered without serious loss, the quality of school furniture, or other school purchases may even be reduced without danger of a reckoning for several years—but schools must have clean floors, today, tomorrow and always.

Efficiently and economically—yes! That is what we have been urging for twenty-five years. Now, as never before, it is both *efficient* and *economical* to scrub, wax and polish floors electrically.

It is cheaper to scrub really clean—with a *Finnell* Combination Scrubber—than it is to mop partly clean. It is cheaper to wax and polish in one operation, using a *Finnell* Polisher and *Finnell-Kote*, than it is to wax by hand. Hand methods may seem less expensive. They are, however, ineffective from the start, and in the long run they are more costly.

Begin the year right. Order your school equipment without further delay if you have not already done so. In your specifications, strive to maintain the quality that American educational standards require.

In keeping with that program, decide also to investigate, at least, the improved cleaning standard and lower maintenance costs of *Finnell* System.

Survey Free. Write, or wire, and a *Finnell* representative will promptly call. He will thoroughly study your school plant, recommend the method best suited to maintain floors according to their type and area. Your request implies no obligation to buy. Address **FINNELL SYSTEM, Inc.** 809 East Street, Elkhart, Indiana.

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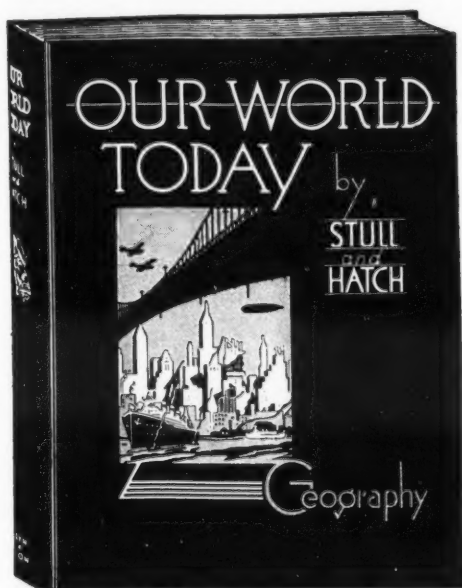
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